



# Literacy, Language and Learning Initiative

FY15 Q2 Annexes  
(January-March 2015)



# Annexes

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# **Report on use of Data Winners SMS Reporting in Monitoring Teacher's Practices**

**Quarter 2 FY15**

**EDC-L3**

**Monitoring and Evaluation Department**

**April 2015**

## Background

The School-based Mentor (SBM) Program is the Rwanda Education Board's key strategy for improving the English language skills and instructional practices of basic education teachers (P1-S3). The SBM program places mentors directly in the schools and provides for their training and supervision by Senior Mentors. By training and supporting teachers in their schools to improve their English language skills and instructional practices, the initiative ultimately aims to improve student learning outcomes in literacy and numeracy.

It is against this background that under the L3 Initiative, schools based mentors using Interactive Audio Instructions and self directed video modules have responsibilities to train, coach and mentor the teachers on use of L3 materials, best literacy and numeracy practices and English teaching methodology.

To ensure an effective reporting mechanism on the achievements and progress of attained by mentors, EDC/ L3 in partnership with Human Network International initiated the DataWinners SMS reporting system which is a mobile phone based data gathering system. Through this system mentors are requested to report the information on the teachers they have trained, coached and mentored; the use of L3 materials and also on school statistics in their respective zones.

The Data winners reporting system started being used in May 2014 and L3 trained 60 senior mentors on Data winners reporting systems and through the cascade training model, senior mentors trained school based mentors.

In bid to communicate and monitor their performance, in quarter one of 2015, L3 revised the Data Winners Questionnaires to align them with the L3 national implementation of Primary 3 materials in FY 2015 focusing on English, Kinyarwanda and Maths in P1 to P3 grades. In Quarter 2 of FY 2015, School Based Mentors reported the number of P3 teachers trained and progress of using L3 materials in schools using Data Winners SMS reporting system;

## Summary of P3 teachers trained by School Based Mentors

In Q2, School based Mentors trained teachers on use of P3 materials distributed in January 2015. The table below portrays the status of reports submitted by School Based Mentors using Data winners SMS reporting system on teachers trained.

**Table 1: Summary of SBM reports on P3 teachers trained in Q2 FY2015**

Province	District	Working SBMs	Number of SBMs who reported	Number of Schools reported	%	16 Hours training		Less than 16 hours training	
						M	F	M	F
Kigali City	Gasabo	14	13	22	93%	0	0	18	38
	Kicukiro	10	10	17	100%	0	0	10	31
	Nyarugenge	10	7	11	70%	0	0	6	20
	<b>Sub total</b>	<b>34</b>	<b>30</b>	<b>50</b>	<b>88%</b>	<b>0</b>	<b>0</b>	<b>34</b>	<b>89</b>
Southern	Gisagara	17	11	19	65%	0	0	21	54
	Huye	35	23	39	66%	1	3	13	52
	Kamonyi	28	8	13	29%	0	0	8	19

	Muhanga	29	18	33	62%	0	0	14	35
	Nyamagabe	28	9	17	32%	0	0	6	17
	Nyanza	21	18	32	86%	0	1	19	35
	Nyaruguru	28	16	26	57%	0	0	14	38
	Ruhango	24	21	36	88%	2	2	18	68
	<b>Sub total</b>	<b>181</b>	<b>124</b>	<b>215</b>	<b>69%</b>	<b>3</b>	<b>6</b>	<b>113</b>	<b>318</b>
<b>Western</b>	Karongi	40	25	49	63%	0	0	29	45
	Ngororero	33	5	12	15%	0	0	3	10
	Nyabihu	27	22	42	81%	2	1	40	44
	Nyamasheke	46	25	44	54%	1	2	27	50
	Rubavu	28	14	23	50%	0	0	19	20
	Rusizi	35	24	44	69%	0	0	12	58
	Rutsiro	37	12	22	32%	0	0	20	17
	<b>Sub total</b>	<b>246</b>	<b>127</b>	<b>236</b>	<b>52%</b>	<b>3</b>	<b>3</b>	<b>150</b>	<b>244</b>
<b>Northern</b>	Burera	27	16	29	59%	0	0	30	45
	Gakenke	38	35	66	92%	8	18	32	41
	Gicumbi	41	26	48	63%	0	0	48	34
	Musanze	14	1	2	7%	0	0	2	2
	Rulindo	30	21	35	70%	1	1	17	49
	<b>Sub total</b>	<b>150</b>	<b>99</b>	<b>180</b>	<b>66%</b>	<b>9</b>	<b>19</b>	<b>129</b>	<b>171</b>
<b>Eastern</b>	Bugesera	34	22	37	65%	0	0	31	53
	Gatsibo	20	2	4	10%	0	0	7	7
	Kayanza	35	18	30	51%	2	7	27	40
	Kirehe	19	12	21	63%	0	0	25	39
	Ngoma	27	16	28	59%	0	3	22	31
	Nyagatare	21	20	37	95%	0	0	36	52
	Rwamagana	27	16	28	59%	3	2	22	41
	<b>Sub total</b>	<b>183</b>	<b>106</b>	<b>185</b>	<b>58%</b>	<b>5</b>	<b>12</b>	<b>170</b>	<b>263</b>
	<b>Grand Total</b>	<b>794</b>	<b>486</b>	<b>866</b>	<b>61%</b>	<b>20</b>	<b>40</b>	<b>596</b>	<b>1085</b>
						<b>60</b>		<b>1681</b>	

As per the results in the table above, in total 486 (61%) out of 794 School Based Mentors in service reported using Data Winners SMS reporting system. As per the reports submitted, it was observed that 1681 P3 teachers have been trained for less than 16 hours and 60 P3 teachers trained for above 16 hours.

It was also evidenced that there are disparities in reporting trends varying per District where the lowest percentage of SBM who reported is 7% of SBMs in service observed in Musanze District and the highest percentage of 100% observed in Kicukiro District.

### Status on use of L3 materials

With the reported submitted, it was indicated that out of 616 schools supported and reported by School Based Mentors, 609 schools representing 99% are using L3 materials. The following table portrays the details.

**Table2: L3 materials usage Q2 FY 2015**

Province	District	Number of Schools reported	Nr of Schools using L3 materials	Nr of Schools not using L3 materials	% of Use
Kigali City	Gasabo	21	21	0	100%
	Kicukiro*	*	*	*	*
	Nyarugenge*	*	*	*	*
	<b>Sub total</b>	<b>21</b>	<b>21</b>	<b>0</b>	<b>100%</b>
Southern	Gisagara	13	13	0	100%
	Huye	43	43	0	100%
	Kamonyi	18	18	0	100%
	Muhanga	28	28	0	100%
	Nyamagabe	12	12	0	100%
	Nyanza	24	22	2	92%
	Ruhango	28	27	1	96%
	Nyaruguru	24	24	0	100%
	<b>Sub total</b>	<b>190</b>	<b>187</b>	<b>3</b>	<b>98%</b>
Western	Karongi	36	36	0	100%
	Ngororero	2	2	0	100%
	Nyabihu	47	47	0	100%
	Nyamasheke	18	18	0	100%
	Rubavu	18	18	0	100%
	Rusizi	26	26	0	100%
	Rutsiro	22	22	0	100%
	<b>Sub total</b>	<b>169</b>	<b>169</b>	<b>0</b>	<b>100%</b>
Northern	Burera	19	18	1	95%
	Gakenke	61	61	0	100%
	Gicumbi	31	31	0	100%
	Musanze	4	4	0	100%
	Rulindo	24	23	1	96%
	<b>Sub total</b>	<b>139</b>	<b>137</b>	<b>2</b>	<b>99%</b>
Eastern	Bugesera	3	3	0	100%
	Gatsibo	14	14	0	100%
	Kayanza	4	4	0	100%

	Kirehe	20	19	1	95%
	Ngoma	19	19	0	100%
	Nyagatare	22	21	1	95%
	Rwamagana	15	15	0	100%
	<b>Sub total</b>	<b>97</b>	<b>95</b>	<b>2</b>	<b>98%</b>
	<b>Grand Total</b>	<b>616</b>	<b>609</b>	<b>7</b>	<b>99%</b>

\*: In Kicukiro and Nyarugenge Districts, School Based Mentors did not report on use of L3 materials in schools supported. The information will be collected in Q3 after discussing with senior mentors assigned to the Districts the reason of the missed reports.

## Conclusion

Based on highlighted performance for Q2, it was revealed that in all 30 Districts, Schools Based Mentors conducted training activities for P3 Teachers on use of L3 materials. It was also realized that they are disparities on how Schools Based Mentors use Data Winners to report their accomplishments. The reporting rate range from 100% to 7% with an average of 61% of Schools Based Mentors who reported using Data Winners SMS reporting. It was also observed that the minimum threshold of 16 hours training required was not met as indicated on the numbers of teachers trained for less than 16 hours.

Based on the results on the numbers of School Based Mentors who reported (486 School Based Mentors) and the numbers of schools which were reported (866 schools), It was realized that some of the mentors reported their achievements for only one school whereas in principle they are assigned two different schools.

## Way forward

In Quarter 3 and 4 of FY 2015; L3 will ensure that SBMs continue delivering support to teachers through training, mentoring, coaching to reach the minimum threshold of 16 hours and also to ensure that the reporting trend is increased at least to 75% of Schools Based Mentors reporting using Data Winners SMS reporting system. The strategies which will be adopted will include sharing with Senior Mentors, the SBM performance in Q 2 by looking at the best practices noted and the challenges faced in carrying out training, mentoring and coaching activities but also reporting using Data Winners SMS reporting system.

The next steps will also include communicating the performance of School Based Mentors to REB/ Teacher Development Management Department and School Based Mentors Task Force to discuss on the strategies for improving the school Based Mentors performance mainly by discussing the issue of School Based mentors who are supporting one school whereas they are responsible for two schools.

In Q3, L3 will carry out Data Quality Assessment to verify the data reported on teachers supported by School Based Mentors whereas the MCOP portal will remain the communication channel to send to mentors the reporting reminders and instructions.

## Prepared by

## L3 Monitoring and Evaluation Team

## Annex 2: Monitoring reports on PTCs with girls' awards

### USE OF GRANT TO IMPROVE GIRLS' ROOM GS NGARAMA/RULINDO

G.S Ngarama is a Primary school located in Rulindo district, Bushoki sector Northern Province, the schools has been awarded in girls' education in January 2014. Before receiving the award , the school had a special room for girls without appropriate materials that may help girls during their menstruation periods; this room was inside an unused classroom and was built by the school using timbers for and was like arrangement to help girls in this period.

**The current situation of G.S Ngarama girls can be summarised as follow:**

Increased the quantity of hygiene materials for girls (pad, basins for washing, soap) and other materials to support which include bed and mattress. So many girls in the school are having access to the girls 'room.



**Figure 1: Imanikundabayo Denyse P6 students at G.S Ngarama explaining the importance of special girls room/Photo: Edouard Mutabazi CWWR 2015.**

According Denyse ' *This room is very important to us girls because it has reduced the absenteeism at school and If someone has menstruation problems she has to see the school accountant who is also in charge of the room and tell her what happened and gives you a permission of using the room`*

There had been also an establishment of Anti-violence club at school with the aim of increasing awareness of students especially girls on their rights, how to avoid GBV at home and at elsewhere. Their activities are being implemented through theatres, dancing songs, working groups in discussions and plenary sessions.





Figure 2: School accountant for G.S Ngarama in charge girl's room and leader of the club showing dancing clothes for Anti-violence club /Photo: Edouard Mutabazi CWR 2015.

### **Conclusion:**

The award given to GS Ngarama was used to purchase materials for girls' room, BCC materials (Sign board containing messages on Girls education), and clothes for dancing and dram for anti-violence club. For a better functioning of Anti-violence Club at GS Ngarama, some recommendations were addressed to GS Ngarama about the Anti- violence Club like to including boys in the club and increase the number of children from P1 to P4 in the club

## **USE OF GRANT TO IMPROVE GIRLS'ROOM SANZA PS /KARONGI**

Sanza Primary school is located in Murundi Sector in Karongi District. The report presents the use of PTC award in girl's Education (Sanza PS) which has been provided by EDC in partnership with Concern worldwide. The school received 750\$ in January 2014 after the assessment report after the PTC trainings. The schools awards has an initiative already started by the PTC and this needed the support.

### **SANZA PS before receiving the award**

According to Thomas MUNYABARENZI the head teacher, the school were using a classroom as girl's room with little equipment to help girls during menstrual period,



**Figure 1: School Head teacher Mr Thomas MUNYABARENZI showing the functioning of water tap in the girl's room**

**Figure 2: Tumukunde Josiane and Dukanguke Eline (teachers in charge of girls at school with pupils in girl's room**

**After receiving the award the results was on:**

- ✓ Construction of girl's room other equipment: with water tap and bath room with increasing number of equipment (tap water, mattress, bed, pad, soaps etc.....)
- ✓ There are two teachers in charge of advising girls and supporting them to solve their problems
- ✓ Reduction of school dropout and absence. The HT estimated the irregularities at school for girls was at 10% (during 1<sup>st</sup> day of menstrual period) on year basis as well as the Girls school dropout which should be estimated at 2% before getting award)
- ✓ The gender club has been established
- ✓ The school made sensitization of parents in girl's education and reproductive health

We met a parent Anne Marie MUKAMATAYO who is an education adviser/counsellor in two 2 villages: Kisenge and Rubona, She is also a PTC member as a counselor at Sanza Primary school. She witnessed that during the parents evening programme (umugoroba w'ababyeyi) initiated by the MIGEPROF, she usually use this opportunity to sensitize parents on girl's education. She confirmed that parents are now involved in follow up the girls education, they take care of their children's learning. (Providing them with clean tissues in place of pad, giving them equal opportunity like their brothers/ avoiding absences)



**Figure 3: Anne Marie**

**Mukamatayo PTC member and Community education advisor at village level**



**Testimonies from girls ( Photo two teachers and four students)**

**Uwamahoro M.Goretti (the 3<sup>rd</sup> student from the left) said:** *When I'm at school during menstrual period, I come here in a girl's room in order to get help. When I'm recovered I return in class room''*



**Uwimana Solange( in red shirt) student in P4 said** *“Girl's room is useful because we do no longer returns home due to menstrual problems; because teachers in charge of girls helps us. When it is complicated, we sleep here in a girls' room''.*



4: Girls room inside with some equipment )



Figure 3: Bathroom inside in girl's room (Sanza PS)

Figure

**Lesson learnt:** The success of award usage at this school is due to the collaboration between parents and school, because only the award received could not support in girls education without parents involvement. We learnt if parents are much involved the success is always achieved. We appreciated the availability of the education advisor in this community and we wish that this should be applied in all communities.

### **Short report from G.S Kotana on usage of girl's award provided by L3 Project**

G.S Kotana located in Rusatira sector Huye district in southern province and have been working with CWW since 2013 to implement the L3 programme. The school was awarded with 705\$ to support the good initiative of supporting equity in education via the rehabilitation of a girl room which was used by girls and was not enough appropriate.

#### **1. Achievements**

- Girls room rehabilitation has been finished and is now being used
- There is enough sanitation materials(pad, soaps, underwear's, cloths,
- One room with single bed, where children take rest during their menstruation periods ( this is for some girls who feel very bad when they have their menstruation periods
- Remaining activity is only: painting wall, it will be done from tomorrow/

#### **2. Current pictures for girls room in G.S Kotana**



Figure 4: Current pictures for girl's room at G.S Kotana/Photo by: Edouard CWR 2015.



Figure 5: Sanitation materials available in girl's room/ Photo by: Edouard CWR 2015.

#### **3. Amount used to rehabilitated the girls room from G.S Kotana**

The PTC of Kotana PS in Huye district were trained by Concern in 2013 and developed action plans where they included the improvement of the girls 'room which already existed

but not in good condition. The school had space but the room was not as big as enough to help girls feeling get facilities needed when they are in the menstruation period. The room was used to only help girls to change pad and to rest when there is a need, and there was a challenge of finding a place to wash. For this good initiative, KOTANA PS school received a PTC award of 705\$ in March 2014, an amount which was to be used to rehabilitate and expand the room.

The following is the summary of the cost on girl's room at G.S Kotana.

- From the amount of money received from CWWR 205, 490 FRW was spent for girls rehabilitation, (purchase of construction materials such as cement, iron sheets, bricks, paying the manpower,.)
- For purchasing sanitation materials, 274,510 Frw was used.

L3 Initiative provided 705\$ equivalent to 480,000 FRW and schools added 32,017 FRW from capitation grant in order to achieve the rehabilitation for girl's room.

#### **4. Impact for girl's room to beneficiaries**

The current number of students at school this academic year 2015 is 1020 (312 girls in primary and 350 girls in secondary school. While boys in total are 350) .Since girls room has been rehabilitated by providing enough hygienic materials, the teacher in charge of gender club and girls students has sensitizing all girls and boys in gender club about the importance of girls room and how to use them openly there is positive changes as follow:

- ✓ Reducing the number of girls absenteeism at school during menstruation period;
- ✓ Children from poor families have been dropping out school because of menstruation periods and they were not supported by their parents , now current situation is that no girls dropped school this year 2014
- ✓ Children members of gender club with their teacher in charge of them, they met every Friday afternoon and discuss about health reproductive, HIV/AIDS, equality and equity among girls and boys, GBV etc. through this meetings girls have been aware of their health reproductive and they enter room without any problem and girls as well are now aware of the importance of girls room at their respective school.
- ✓ PTC members especially president is closely working with parents , students and teachers by sensitizing parents through meetings to provide sanitations materials to their children especially at home so that children can be cleaned
- ✓ Parents and children in TVET option (Training Vocation and Education Training there ) at school have a lot contributed in rehabilitating girl's room through umuganda/community work

#### **5. Challenges**

- Capitation grant from GoR came later reason why there girls' room rehabilitation activities have been going slowly
- Low participation for the community involvement in education e.g.: providing their children school materials, supporting teacher to solve some problem related to education (homework, hygienic to students ) and continuous awareness is needed from the PTCs.

## Annex 3: Scope of work for special education needs project

### Program Description/Scope of Work

This Scope of Work (SOW) defines and clarifies roles and responsibilities to be carried out upon the award of the Rwanda “Literacy, Language and Learning—Early Literacy and Numeracy Initiative” (L3), USAID-Rwanda- Agreement No. AID-696-A-11-00006 to Education Development Center (EDC) as the prime contractor in the Agreement with USAID.

The terms described in this SOW have been mutually agreed upon by both EDC and VSO and can only be altered through written consent by both parties.

Recognizing VSO’s existing work in Rwanda, as well as its ongoing work with the Rwanda L3 program, VSO’s Special Needs Education (SNE) activity will address the project’s goal of supporting strategies for inclusive education and literacy, particularly among children with disabilities.

The key activities of the subgrant shall include:

- Implementation of two resource centers that can serve as a scalable model for providing special needs education and support
- Guidance and materials provided to parents and community workers on how to deal with special needs children
- Teaching strategies for conveying the L3 program effectively to children with special needs identified, and workshops held to disseminate these strategies.

The following outlines the detailed scope of work for the Special Needs Education Activity

*1. Resource centres established, equipped and functional as sources of information, materials and resources for educators, parents/caregivers, healthcare providers, CHWs and NCPD representatives and the wider community.*

Central to this action will be the establishment of two resource centers in two neighboring districts that will cater to the needs of educators, parents, service providers and the wider community in the delivery of education, care and support to children with disabilities. The exact location of the resource centers will be determined in consultation with L3 stakeholders, REB, and MINEDUC officials as part of the initial stakeholder meetings. One center will be established and operational by July 31, 2015, and the second resource center will be established and operational by November 1, 2015. VSO has budgeted for the refurbishment works that ensure a suitable venue to achieve the resource centers’ three key objectives:

Functionally, the resource centers will have four main objectives:

1. To provide educators with training and ongoing access to educational resources and teaching strategies aligned with the L3 literacy and numeracy program and materials
2. To provide access to information and training on care and support of children with disabilities for a range of audiences including parents, healthcare providers, CHWs and NCPD, as well as the wider community



3. In partnership with the local authorities, to act as a central hub of data about children with disabilities in the area, ensuring confidentiality and data protection, and to create linkages and a resource and referral database across service providers specializing in children with disabilities.
4. To identify and utilize infrastructure requirements necessary to establish and manage future sustainable resource centers, including building specifications, equipment needs, and data protection measures to ensure the safety and confidentiality of all stakeholders.

The resource centers will act as a linchpin to connect all players in providing support to children with disabilities. At the core of the resource centers will be the dissemination of **reference materials and practical resources for various stakeholders**, including:

1. information about disability (to include information about types, causes, prevention and mitigation, as well as materials that demonstrate the abilities of children with disabilities and celebrate positive role-models in Rwanda and globally)
2. training packages (including audio-visual materials for 'self-learning' as well as the existing Rwanda Sign Language digital teaching aid)
3. examples of materials and learning aids adapted for the L3 programs to be accessible to children with disabilities
4. access to skilled personnel through networks created by the resource center to support any requests for information.

Use of ICT will be promoted in the project through audio-visual materials and access to information online.

VSO will include **six open days** that motivate our target groups to use the materials and resources available to support quality teaching, care and support and promote positive community attitudes<sup>1</sup>.

The resource centers will be managed by a Resource Center Assistant who will manage the operational aspects of the center, provide information to visitors, and support overall logistical operations of the center. Initially, this position will be a paid position. However to support sustainability, VSO will collaborate with EDC/L3, REB and the MINEDUC ultimately to design a model whereby the center is 'staffed' by national volunteers from existing community structures in Rwanda on a rotational basis including those from the NCPD (a model already being explored by VSO in the INSPIRED project). This will allow the centers to be sustainable and relevant to the needs of the local population and educators.

## ***II. Schools, parents/caregivers, healthcare providers, CHWs and NCPD representatives and the wider community are identifying children with disabilities within the schools, sharing this information with the Resource Center and signposting relevant service providers***

Most stakeholders are not well equipped to identify and support children with disabilities, as indicated earlier. This can lead to incorrect identification and response, or no identification and no response, both with potentially disastrous effects on a child's development and moreover, prevention of disability or further deterioration of a condition. VSO will complete **an initial rapid assessment** to collect baseline

data from which to measure progress against this intervention. The rapid assessment will seek to collate information on children with disabilities within the schools and the community, and use this information towards design and monitoring of interventions. Training, information sessions and materials provided by VSO will be designed to develop transferrable skills that will enable target groups to identify children with disabilities in and out of school.

### *III. Develop adaptations of L3 materials for children with disabilities*

VSO will work with the technical team of EDC to **establish and sustain a cross functional technical working group**. The purpose of this group is to review and adapt language and literacy materials and resources for students with hearing, visual, intellectual, and/or physical disabilities, and to monitor the effectiveness of the materials and resources. The technical team will be made up of EDC technical advisors, MINEDUC, REB, and other key technical personnel from the education and health professions, as well as civil society, special schools/centers, and in-country VSO volunteers who have demonstrated SNE expertise. Members of the technical team will commit to supporting training in these materials, as required.

VSO, in collaboration with the technical working group, will be responsible for:

- Adapting existing L3 materials to ensure that children with disabilities have access to low-cost L3 materials, resources, and supplemental aids, including, for example, the use of audio books/materials and Braille or large print.
- Developing formative assessment tools in order to monitor the effects of the adapted materials, and to make changes throughout the implementation period accordingly.

VSO will pilot the adapted L3 materials and the formative assessment tools using 20 teachers from five schools in the two target districts to refine the materials and test their functionality before rollout to all 120 teachers in the six target sectors of the project (see Section IV). VSO will engage with the technical working group to make adjustments to the L3 materials.

### *IV. Training modules for educators tailored to develop and implement inclusive education of children with disabilities within the mainstream school system*

One of the key aims of L3 is to improve teaching practice and strategies amongst educators within the mainstream education system in Rwanda at the P1 through P4 levels, and to support the education outcomes for students with disabilities in a way that addresses their individual differences and needs. This includes four core disability groups: hearing loss and deafness, visual disability, intellectual disability, and physical disability. To realize this central aim of L3 involves the **development of instructional strategies targeting pupils with the above-listed disabilities, adaptation of L3 educational materials for these pupils, and systematic monitoring of the implementation of these instructional strategies**. Educators will be trained both in general SNE skills and practices, as well as in the application of adapted, existing L3 instructional strategies and resources. Technical experts will be drawn from various sectors to develop modules and materials and to deliver training.

These interventions will be designed to help learners with disabilities achieve a higher level of personal self-sufficiency and success within the mainstream school system and within the community, than otherwise may be available if the student were only given access to a “typical” classroom education. Studies show that students with disabilities are likely to benefit from additional educational services such as different approaches to instruction, the use of technology, a specifically adapted teaching area, and resource centers.

**VSO will train 120 teachers** (30 schools in two districts; four teachers per school; five schools per sector) **who will act as a cohort of trained educators on special needs education.** These 120 teachers will cascade training to other teachers when the government integrates the training within the government system, building a culture of tolerance within the country for children with disabilities. The trainings will focus on increasing educators’ skills in identification and assessment, learner-centered instructional methods, production of instructional and learning aids, basic sign language, mobility and orientation, and behavior management. The aim of the training will be to enable educators to design and adjust instructional methods and environments so that the maximum number of students is served equitably in mainstream education environments.

*V. Skills development for parents/caregivers, healthcare providers, CHWs and NCPD representatives care and support of children with special need*

To promote better care and support for children with disabilities amongst parents/caregivers, healthcare providers, community health workers (CHWs) and the National Council of Persons with Disabilities (NCPD) representatives, VSO will develop and deliver appropriate training and information sessions for the various target groups. As with all current training and sensitisation delivered by VSO on disability awareness and inclusive education, this training will take a rights-based approach (RBA). All training and information sessions will have at their core the rights of people with disabilities and the social model of disability, which emphasises the ‘disabling’ factors in the external environment. These approaches will be developed and delivered by technical experts drawn from appropriate sectors as per the approach described above to build the capacity of educators.

VSO will design and deliver a training package for parents and caregivers on activities of daily life, with inputs from key experts. The NCPD will play a key role in the training of parents/caregivers to enable them as community representatives to deliver further training and information to any parents/caregivers in their communities. VSO will target 720 parents/caregivers of children with different disabilities for general information and sensitization through one day training sessions (targeting 120 parents of children with a range of disabilities per Sector in four groups of 30). The parents and caregivers will receive targeted information on how to take care of their children. This will help in addressing gaps that have been identified for parents to cope with the diagnosis while finding information and resources to help their children.

Additional and more specialized training will be delivered to a cohort of 80 parents/caregivers through four three-day residential camps (each one focusing on one of the three types of disability addressed by the program) to teach them skills that they can then use to inform and support other parents. The advanced training for target ‘champion’ parents/caregivers through residential camps will be delivered by experts from civil society and centers (RNUD, RUB, Tubakunde, HVP Gatagara).

VSO will also design and deliver a training package for 24 healthcare providers, 60 CHWs and 66 NCPD representatives, working with key experts. These trainings will occur at the district level, and be tailored to the roles of these groups and will include an element of ‘training of trainers’ to enable the cohort trained to share their skills with others. The trainees will be carefully selected to ensure that there is a diverse group to ensure there is a wide reach. This will include two healthcare providers from two healthcare centers per sector in six sectors, two CHWs per cell from an average of five cells for six target sectors, one NCPD sector president and two NCPD members per cell committee from an average of five cells per sector targeted in order to widen the reach within the country.

#### *VI. Community outreach and access to information*

VSO will employ various mechanisms suitable to the Rwanda context to contribute to raising awareness about the education of children with disabilities. The rapid assessment conducted at the outset of the project will include assessment of current levels of public perception, and the knowledge about and attitudes towards children with disabilities. Based on these findings, VSO will develop a tailored **public awareness campaign** as follows:

- **Radio messaging and feature programs including live public phone-in** with a panel of project stakeholders and experts will be broadcast six times in community radio and in the local language to build awareness amongst a wide range of community members about children with disabilities
- **Community theater and sports demonstration events** delivered by local partner organizations with such specialty to demonstrate the abilities of persons and children with disabilities, and to draw attention to their experiences;
- **Printed materials including posters, banners and leaflets**, mostly pictorial, which will be distributed in public places and facilities including hospitals, schools and other public areas to widen the reach
- The traditional channel of community work and messaging through **Umuganda** will be used to engage the wider community including two special *Umuganda* days to support activities that enable greatest access to schools (for example, by leveling the ground around a school).

#### *VII. Communications Plan*

To ensure an effective learning process, VSO will disseminate information to different audiences appropriately through the Rwanda Education NGO Coordination Platform (RENCP), development partners, and MINEDUC. VSO will draw upon its membership in other groups as a key mechanism for information sharing about, and coordination for, the resource centers and educational opportunities. These groups include the MINEDUC Quality Standards Working Group; the Teacher Development and Management Technical Working Group; the Rwanda Disability Coordination Platform (including national and international agencies working in the disability sector); and other fora.

To reach wider audiences, VSO will publish quarterly updates about the progress of the project in local media, including through posters displayed at the resource centers, district newsletters (where these exist) and in national printed media (in Kinyarwanda and English). VSO will partner with NCPD to deliver monthly key messages through radio and television, which can also be used to promote the awareness and utilization of the resource centers.

#### *VIII. Description of how persons with disabilities will be represented*

VSO takes a rights based approach to its work with persons with disabilities and upholds the principle of “nothing about us without us.” Local partner organizations of persons with disabilities (whose Board of Directors as well as local staff and national volunteers are predominantly PWD themselves) will actively be engaged in the designing and delivering training and information materials, as well as delivering community sensitization. VSO will also engage the NCPD, the government agency elected by PWDs as local representatives at community level on L3’s SNE model. Children with disabilities themselves will be

consulted during the rapid assessment to establish their personal experience and priorities in terms of education, care and support, and community attitudes towards them. VSO will work with its local partners and VSO volunteers already placed with local partners to ensure this consultation is carried out appropriately and consistently.

## *IX. Reporting Guidelines*

### *Monitoring and Evaluation (M&E):*

Throughout the implementation of the SNE activity, VSO will provide regular monitoring of activities and utilize results to inform progress made towards expected goals and objectives, and to improve upon the model and services offered through the resource centers, trainings, and

materials developed through the project. VSO will carry out the following M&E activities:

- a. Establish clear goals and objectives for the Center model, anticipated results, and indicators with targets that can be monitored and assessed.
- b. Conduct a rapid assessment or some other form of assessment to establish a baseline by which to measure change and progress toward the goals and objectives of this activity.
- c. Develop monitoring tools for assessing the utility of the Center model and tracking the progress toward the goals and objectives of this project.
- d. Collect quarterly output data (disaggregated by gender, role [e.g. community health worker; parent], and disability category) on the program activities (e.g., number of children identified, number of parents, etc. participating in activities, types of activities, number of contact hours per week, etc.)
- e. Collect annual outcome data on the effectiveness of the special needs resource centers in identifying children with special needs.
- f. Collect annual process evaluation data on the impact of the special needs resource centers in raising awareness of the learning potential of children with special needs, and in providing educators, parents, and community members and health workers with information and strategies for working with children with special needs. The process evaluation data will be used to inform and refine the project implementation for year one (2015) and year two (2016).
- g. Provide quarterly progress reports to EDC according to guidelines provided by EDC.
- h. Participate in routine as well as *ad hoc* EDC/L3 briefings and meetings, as requested.

*Financial Management and Administration reports will include the following:*

- a. Submit data and findings to EDC quarterly (every 3 months) in technical reports that summarize progress made towards each of the key results and activities.
- b. Submit to EDC monthly financial reports with supporting documentation.

Provision of an institutionalization and sustainability plan for the special needs resource centers, designed to extend the utility of the established centers and the center model beyond the life of the project.

- a. Submit a full report to EDC providing a description of the center model and its rationale, results of the implementation of the model in two locations of Rwanda, recommendations for changes to the model and the reasons for those changes, a refined model based on the recommendations, lessons learned, and a proposal for forwarding the refined model.

- b. Presentation of the design and progress and/or M&E reports of the special needs resource centers, as appropriate, at a relevant conference in Rwanda (to be determined with L3 and REB) toward the end of the performance period, as agreed with EDC/L3. This should include: (1) written report in (a) above; (2) PowerPoint or other presentation format from this pilot test of centers; (3) the proposed refined center model; and (4) lessons learned.
- c. In coordination with EDC, consulting with REB and MINEDUC at least two times per year to initiate and promote measures for sustainability

*Initially, the resource centers will be operational within the usual opening hours of the venue in which it is housed (for example, a health center or school). However, as this is a pilot we can experiment with alternative opening hours to promote greater community access, for example at weekends. As the venue will be provided by government, we anticipate accessing property management services provided to other local authority properties such as security, electricity, water and minor repairs.*

## **Annex 4: School monitoring reports**

# **L3 Audio Lessons Observation**

## **Summary Report**



**Quarter 2 FY15**

**EDC-L3**

**Monitoring and Evaluation Department**

**April 2015**

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## List of Acronyms

<b>EDC:</b>	EDUCATION DEVELOPMENT CENTER. INC
<b>FY:</b>	FISCAL YEAR
<b>SBMs:</b>	SCHOOL BASED MENTORS
<b>T:</b>	TERM
<b>W:</b>	WEEK



## Introduction

L3 staff conducted 19 classroom observations of audio lessons in quarter 2 FY2015 (term1 of the school year 2015). The purpose of monitoring is to collect data on the implementation of L3 initiative, to inform L3 management team and key stakeholders with up-to-date information about the progress of L3-related activities and use that information to adjust and improve L3 delivery when and where necessary. Specifically, audio lesson observation results help to monitor changes in teachers' instructional practices in teaching students, teachers' use of learning materials and instructional L3 technologies, instructional time. It also provides feedback on the quality of the audio lessons and informs the L3 technical team of these challenges.

All observations were conducted by L3 provincial coordinators. Audio observation forms were used during observations and data were later entered into with SurveyToGo software using tablets, in which the audio observation form (annex 1) was programmed.

The majority of observations (47.3%) were in P3 classrooms, 31.6% were in P2 classrooms and 21% were in P1 classrooms. As for the distribution of subjects, 58% of observed classrooms were English literacy lessons, 26% were Kinyarwanda literacy lessons, and 16% were mathematics instruction. 26% of observations were conducted in the Northern Province, 26% in Kigali City, 21% in the Eastern Province, 16% in the Southern Province and 11% in the Western Province.

All observed teachers had previously participated at L3 training or were trained by the school based mentor. It is important to note that some of the observations were conducted prior to the training of P3 teachers by L3 and P3 materials were still being distributed in schools. Table 1 shows the results.

**Table 1. Training of observed teachers**

Observation rubric	Grade	Yes	No	Total
Has teacher attended L3 training?	P1	2	2	4
	P2	1	5	6
	P3	6	3	9
<b>Total</b>		<b>9</b>	<b>10</b>	<b>19</b>
Does the school based mentor provide training on the L3 program?	P1	2	2	4
	P2	5	1	6
	P3	4	5	9
<b>Total</b>		<b>11</b>	<b>8</b>	<b>19</b>

The observation protocol contained the following sections:

1. Teacher's use of L3 curriculum
2. Student participation
3. Utilization of technology and materials provided by L3
4. Discussion with the observed teacher.

## **Teacher utilization of L3 programme**

The observers found that teachers follow L3 programme. Almost all observed teachers did well with using legible print writing, preparing lessons and materials in advance, and correctly repeating, interpreting, and/or translating audio instructions for his/her class, with the exception of P1 English teachers with 50% and P2 Kinyarwanda teachers with 75%.

In P1 and P2, between 80 and 100% of teachers were observed to prepare their blackboard and materials in advance. In P2 and P3, 100% of the observed teachers prepared their speakers in advance and found the lesson on the phones. The majority of teachers (between 75% and 100% in observed grades and subjects) paid close attention and followed audio instructions, modeled saying and /or reading words and /or numbers for students with clarity.

Between 25% and 67% of teachers across the grades and subjects allowed the children to view images for enough time to focus on them. All observed teachers called on boys and girls in an equitable manner and evenly distributed questions and interactions, with the exception of P3

Kinyarwanda teachers at 33%. The majority of all teachers observed participated with students in songs and activities and encouraged them to participate, with the exception of P1 Kinyarwanda teachers at 50% and P3 Kinyarwanda at 33%. P1 Kinyarwanda teachers did not use pair works and/or group work during the lesson and only 50% of P1 English teachers did use pair work. All P2 teachers used pair work and /or group work during their lessons and between 60% and 100% of observed P3 teachers used pair work/group work. Between 50% and 100% across the observed grades and subjects, taught the lessons without stopping the audio program.

It is important to note that the sample was very small and we would be investigating further in the next quarter some of the following: 50% of P1 English teachers who did not use print writing, 50% of P1 Kinyarwanda and English who did not prepare lessons in advance and found the lessons on the phones, P1 and P3 Kinyarwanda teachers not participating with students in songs and activities and encouraging them to participate.

### **Student participation**

Student participation was variable across grades and subjects. The observation rubric considered completion of activities, active participation in activities, understanding of instructions, answering questions from the audio program, and ability to understand visual aids. Details of observation results are presented in Table 5.

### **Utilization of instructional technology and materials**

Nearly all teachers used phone with speakers and SD cards, the L3 teacher guide, the blackboard and chalk. Only between 40%-67% of P3 Kinyarwanda and English teachers used read aloud books. The observed teachers did not use the flashcards and math manipulatives during their lessons.

The observations also looked at the quality, use and performance of phones, and speakers, and found that overall the technology is performing well, and most teachers find it easy to operate. Tables below show the results.

Table 2. Volume of Speakers

	Frequency	Percent
<40 mins	3	15.8
>40 mins	16	84.2
<b>Total</b>	<b>19</b>	<b>100.0</b>

Table 3. Teacher's ease with devices

	Frequency	Percent
Difficult	5	26.3
Easy	14	73.7
<b>Total</b>	<b>19</b>	<b>100.0</b>

Table 4. How long does battery last?

		Frequency	Percent
	<40 mins	3	15.8
	>40 mins	16	84.2
	<b>Total</b>	<b>19</b>	<b>100.0</b>

Table 5. Number of teachers observed

Observation rubric	Grade	Kinyarwanda	English	Math
<b>Teacher utilization of L3 curriculum</b>				
Prepared blackboard in advance	P1	100.0%	50.0%	-
	P2	-	100.0%	100.00%
	P3	100.0%	100.0%	0.00%
Found the lesson on the phone and prepared the speakers in advance	P1	50.00%	50.00%	-
	P2	-	100.00%	100.00%
	P3	100.00%	100.00%	100.00%
Used blackboard according to the teachers' guide	P1	100.00%	0.00%	-
	P2	-	100.00%	100.00%
	P3	100.00%	80%	100.00%
Ensured that each student had materials or could share a book with one other student	P1	100.0%	50.00%	
	P2	-	100.0%	100.0%
	P3	100.0%	60.00%	0.00%
Allowed children to view images for enough time for the children to focus on them	P1	50.00%	50.00%	-
	P2	-	25.00%	-
	P3	67.00%	60.00%	-

Observation rubric	Grade	Kinyarwanda	English	Math
Paid close attention to and followed the audio instructions	P1	100.00%	100.00%	-
	P2	-	75.00%	100.00%
	P3	100.00%	80.00%	100.00%
Correctly repeated, interpreted, and/or translated, audio instructions for his/her class	P1	100.0%	50.00%	-
	P2	75.00%	100.00%	-
	P3	100.00%	80.00%	100.00%
Respected the time parameters given for activities and adjusted his/her instruction according to the audio signals	P1	50.00%	100.00%	-
	P2	-	75.00%	100.00%
	P3	100.00%	20.00%	100.00%
Used legible writing that was visible from the back of the classroom	P1	100.00%	50.00%	-
	P2	-	100.00%	50.00%
	P3	100.00%	80.00%	100.00%
Modeled saying and/or reading words and/or numbers for students with clarity	P1	100.00%	100.00%	-
	P2	-	75.00%	100.00%
	P3	100.00%	100.00%	100.00%
Pointed clearly at each element on the board when speaking, reading, and/or guiding students' reading	P1	100.00%	100.00%	-
	P2	-	75.00%	100.00%
	P3	33.00%	100.00%	0.00%
Used gestures, drawings, miming and/or real objects to help students understand vocabulary and instructions	P1	100.00%	100.00%	-
	P2	-	75.00%	50.00%
	P3	67.00%	40.00%	100.00%
Called on boys' and girls' in an equitable manner	P1	100.00%	100.00%	-
	P2	-	100.00%	100.00%
	P3	100.00%	100.00%	100.00%
Evenly distributed questions and interactions (encouraging participation of all students)	P1	100.00%	100.00%	-
	P2	-	100.00%	100.00%
	P3	33.00%	100.00%	100.00%
Participated with students in songs and activities and encouraged them to participate	P1	50.00%	100.00%	-
	P2	-	100.00%	100.00%
	P3	33.00%	100.00%	100.00%
	P1	0.00%	50.00%	-

Observation rubric	Grade	Kinyarwanda	English	Math
Used pair work and/or group work during the lesson	P2	-	100.00%	100.00%
	P3	67.00%	60.00%	100.00%
Taught the lesson without stopping the audio program	P1	50.00%	100.00%	-
	P2	-	75.00%	100.00%
	P3	67.00%	60.00%	100.00%
Followed the teachers' guide instructions for follow-on activities	P1	100.00%	50.00%	-
	P2	-	75.00%	50.00%
	P3	100.00%	60.00%	100.00%
Explained to students how they should continue to work on similar content after school	P1	50.00%	50.00%	-
	P2	-	75.00%	50.00%
	P3	100.00%	20.00%	0%
Allowed students to take reading and/or other study material home	P1	50.00%	100.00%	-
	P2	-	75.00%	50.00%
	P3	67.00%	40.00%	100.00%
Student participation				
Had enough time to complete the activities during pauses	P1	50.00%	100.00%	-
	P2	-	100.00%	100.00%
	P3	33.00%	0.00%	100.00%
Were actively participating in the activities	P1	100.00%	100.00%	-
	P2	-	100.00%	100.00%
	P3	100.00%	80.00%	100.00%
Understood the instructions given by the teacher	P1	100.00%	100.00%	-
	P2	-	100.00%	100.00%
	P3	100.00%	40.00%	100.00%
Were able to answer the questions from the audio program	P1	0.00%	100.00%	-
	P2	-	100.00%	100.00%
	P3	67.00%	0.00%	100.00%
Were able to understand the visual aids	P1	0.00%	100.00%	-
	P2	-	50.00%	50.00%
	P3	67.00%	40.00%	0.00%
Utilization of instructional technology and materials				

Observation rubric	Grade	Kinyarwanda	English	Math
Phone	P1	100.00%	100.00%	-
	P2	-	100.00%	100.00%
	P3	100.00%	100.00%	100.00%
The L3 teacher guide	P1	100.00%	100.00%	-
	P2	-	100.00%	100.00%
	P3	100.00%	100.00%	100.00%
The blackboard	P1	100.00%	100.00%	-
	P2	-	100.00%	100.00%
	P3	100.00%	100.00%	100.00%
Chalk	P1	100.00%	50%	-
	P2	100.00%	100.00%	100.00%
	P3	100.00%	100.00%	100.00%
Student workbooks	P1	50%	0%	-
	P2	-	50%	0%
	P3	100.00%	60%	0%
Read aloud books	P1	0%	0%	
	P2	-	0%	
	P3	67%	40%	
Math manipulatives	P1			-
	P2			0%
	P3			0%

## Discussion with the observed teacher

Table 6. Post-observation comments

Kinyarwanda, P1
<ul style="list-style-type: none"> <li>○ I observed that the teacher is not following technics in teaching Kinyarwanda Lesson. Because now he is teaching W2 T1 instead of teaching subject of T1 W2. Alb. 10/3/2015</li> <li>○ The teacher was trained last year but faced the issue of non-charged speaker. She stopped the audio lesson along the lesson. Fran. 18/2/2015</li> </ul>
Kinyarwanda, P3

- After classroom observation, I and the teacher went back through the lesson, and emphasized on that the teacher was supposed to be on time, we are in week 4, however she was teaching a lesson of week 3, she was also advised that she was supposed to listen to audio before the lesson, and that she would not stop the audio program for further explanations. **Cl. 19/2/2015**
- This teacher is just perfect. What she needs is just to keep up the good work she is doing now. **Ch. 11/3/2015**
- I discussed with the teacher to check whether the students do the homework given and to help them working in pairs as well as giving all the activities after the audio lesson. **Rob. 28/2/2015**

#### English P1

- The teacher tried to listen lesson, read a lesson in teachers guide, prepared materials. However he is not interpreting to children, chalk board not well prepared. **Alb. 2/3/2015**
- Teacher is committed to implement using L3 materials, that is why he tried to listen before the lesson. He tried also to draw on the chalkboard materials which can support him. However, his speaker is not working and children have not listened the lesson from audio program and responded to the question from the teacher. **Alb. 13/3/2015**

#### English P2

- The teacher is behind compared to where she was supposed to be. She told me that she was just appointed in P2 this week. However she is doing a great job. **Ch. 25/2/2015**
- The teacher needs improvement in the use of audio lesson in class. He doesn't follow instructions from audio. He didn't do activities that he was supposed to do before the audio program. He does not respect the time for response. Helping children to get into pairs was very challenging for him. He kept stopping the lesson while teaching. He did not follow instructions from the guide for the after the program activities. **Ch. 5/3/2015**
- Teacher tried to listen the lesson, materials preparation. While delivering the lesson she managed to respect audio instruction and instructions, girls and boys were participating and class is well managed. **Alb. 2/3/2015**
- The teacher prepared chalkboard, tried to listen audio lesson before, while teaching she managed well the classroom, respected audio instructions and followed them. Children were participating well. Pair works were given and children were very active. Activity after audio lesson was done. Pair work not well controlled. **Alb. 3/3/2015**

#### English P3

- The speaker was not charged. She borrowed another one from her colleague. The teacher did not do the before the program activities. In most of the time, she did not follow the instructions from the audio while teaching. The management of the time for response was very difficult for her mostly because she could not understand the instructions from the audio. Even if she has many challenges, she is working very hard, trying to do everything without the help of the mentor. **Ch.10/3/2015**
- The teacher followed the audio instructions. She showed the first page of the story and did not show the following ones to students. Learners were not active;The teacher did not respect the time. She paused the audio lesson. **Franc. 4/3/2015**



<ul style="list-style-type: none"> <li>○ The teacher is active and sure of what she is doing. She used L3 materials especially phone and speaker to find L3 audio with ease. Kids were attentive and participative. However, some of them were writing instead of listening. <b>Franc. 3/3/2015</b></li> <li>○ I discussed with the teacher that she would prepare the lesson in advance and give all the students the daily readers to read. Also, the teacher should use all the materials recommended and especially the teacher guide. <b>Rob. 28/2/2015</b></li> <li>○ I discussed with teachers how to use pairs and to make them successful. I advised him to make sure home works were done by all students and to give biweekly assessments. <b>Rob. 24/2/2015</b></li> </ul>
Math P2
<ul style="list-style-type: none"> <li>○ Make sure that the kids form their pairs quickly or do it before the beginning of the lesson. Use print only in p1 and p2: The teacher was reminded to use only print in any subject given in p1 and p2. <b>Chan. 17/2/2015</b></li> <li>○ The teacher followed the audio instructions. She encouraged learners to be actives. The teaching materials recommended were sticks not stones; learners did not have their sticks. <b>Fran. 4/3/2015</b></li> </ul>
Math P3
<ul style="list-style-type: none"> <li>○ I and the teacher agreed that she is going to improve on how she was using chants and games, and that she is going to improve the way she was explaining head line stories. <b>Cl. 4/3/2015</b></li> </ul>

## Summary

19 teachers were observed during monitoring visits and all observed teachers had previously participated either to L3 training or were trained by the SBMs. The majority of the sampled teachers follow the L3 programme in teaching students. It was observed that nearly all the sampled teachers use L3 technology (phone with SD cards and speakers, but they did not use flashcards and math manipulatives during their lessons.

## Annex 1. L3-audio observation Form

Question ID	Question	Answer
1	Date	
2	1. Observer's information	
	<i>Last name</i>	
	<i>First name</i>	
3	2. Position	L3 Provincial coordinator L3 Material developer School-based mentor Senior mentor Inspector VSO volunteer Peace corps volunteer Other
4	3. School name	
5	4.1 Teacher name	
	<i>Last name</i>	
	<i>First name</i>	
6	4.2 Class observed	P1 P2 P3 P4
7	4.3 Subject taught	Kinyarwanda English Math
8	4.4 Total number of:	
	<i>Boys</i>	
	<i>Girls</i>	
9	4.5a Program term	
10	4.5b Program week	
11	4.5c Lesson number	
12	5. Teacher Practices Before the lesson, the teacher:	

	<i>5.1 Prepares his/her blackboard and materials in advance.</i>	Yes No N/A
	<i>5.2 Finds the lesson on the phone and prepares the speakers in advance.</i>	Yes No N/A
13	During the lesson, the teacher:	
	<i>5.3 Used his/her blackboard according to the instructions in the teachers' guide.</i>	Yes No N/A
	<i>5.4 Ensured that each student had his/her required book/ materials or could share a book with one other student.</i>	Yes No N/A
	<i>5.5 Allowed children to view images in the books, flashcards, and/or other display materials for enough time for the children to focus on them (i.e. longer than 5 seconds).</i>	Yes No N/A
	<i>5.6 Paid close attention to and followed the audio instructions.</i>	Yes No N/A
14	During the lesson, the teacher:	
	<i>5.7 Correctly repeated, interpreted, and/or translated, audio instructions for his/her class.</i>	Yes No N/A
	<i>5.8 Respected the time parameters given for activities and adjusted his/her instruction according to the audio signals.</i>	Yes No N/A
	<i>5.9 Used legible writing that was visible from the back of the classroom.</i>	Yes No N/A
	<i>5.10 Modeled saying and/or reading words and/or numbers for students with clarity.</i>	Yes No

		N/A
15	During the lesson, the teacher:	
	<i>5.11 Pointed clearly at each element on the board when speaking, reading, and/or guiding students' reading.</i>	Yes No N/A
	<i>5.12 Used gestures, drawings, miming and/or real objects to help students understand vocabulary and instructions.</i>	Yes No N/A
	<i>5.13 Called on boys' and girls' in an equitable manner.</i>	Yes No N/A
	<i>5.14 Evenly distributed questions and interactions (encouraging participation of those at the front and back, on the right and on the left; asking questions of those who raised their hands and those who didn't).</i>	Yes No N/A
16	During the lesson, the teacher:	
	<i>5.15 Participated with students in songs and activities and encouraged them to participate.</i>	Yes No N/A
	<i>5.16 Used pair work and/or group work during the lesson.</i>	Yes No N/A
	<i>5.17 Taught the lesson without stopping the audio program.</i>	Yes No N/A
17	After the audio lesson, the teacher:	
	<i>5.18 Followed the teachers' guide instructions for follow-on activities.</i>	Yes No N/A
	<i>5.19 Explained to students how they should continue to work on similar content after school.</i>	Yes No N/A

	5.20 Allowed students to take reading and/or other study material home.	Yes No N/A
18	6. Students 6a. During the lesson, the students:	
	6.1 Had enough time to complete the activities during pauses.	Yes No N/A
	6.2 Were actively participating in the activities.	Yes No N/A
	6.3 Understood the instructions given by the teacher.	Yes No N/A
19	6a. During the lesson, the students:	
	6.4 Were able to answer the questions from the audio program.	Yes No N/A
	6.5 Were able to understand the visual aids.	Yes No N/A
20	7. Post Observation 7.1 To deliver this lesson, the teacher used (Tick all that apply):	Phone Speakers The L3 teacher guide The blackboard Chalk Student workbooks Read aloud books Flashcards Math manipulatives Other
21	7.2 Has teacher attended L3 training?	Yes No

22	7.3 Does the school based mentor provide training on the L3 program?	Yes No
23	8. Quality, Use, and Performance of Phones, Speakers, and Solar Panels 8.1 Volume of speakers	Low Loud (every learner can hear)
24	8.2 Teacher ease with devices	Difficult Easy
25	8.3 How long does battery last?	<40 mins >40 mins
26	8.4 Obvious problems with solar panel?	Yes No
27	9. Post- observation discussion 9.1 Provide highlights of your discussion with the teacher:	
28	9.2 Action points agreed upon by observer and teacher:	
29	9.3 Teacher-recommended changes to L3 program:	
30	Data status	real data! practice or test data

# L3 Non-Audio Lessons Observation

## Summary Report



Quarter 2 FY15

EDC-L3

Monitoring and Evaluation Department

April 2015

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## List of Acronyms

**EDC:** EDUCATION DEVELOPMENT CENTER. INC  
**FY:** FISCAL YEAR  
**SBMs:** SCHOOL BASED MENTORS



## Introduction

L3 staff conducted 19 classroom observations of non-audio lessons in Q2 2015 (Term 1 of the school year 2015). The purpose of monitoring is to collect data on the implementation of L3 initiative, to inform L3 management team and key stakeholders with up-to-date information about the progress of L3-related activities and be used to adjust and improve L3 delivery.

Specifically, non-audio observation results help to monitor changes in teachers' instructional practices in teaching students (including their ability to promote problem solving and critical thinking and to foster a collaborative, equitable learning environment) and teachers' use of learning and teaching materials. All observations were conducted by L3 provincial coordinators. L3 Non-audio observation forms were used during observations and data were then entered into SurveyToGo software using tablets, in which the non-audio observation form (Annex 1) was programmed.

The majority of observations (16) of the observations were conducted in P2 and P3 classrooms with 8 observations each and 3 observations were conducted in P1 classrooms. The distribution of observations was quite the same for all subjects, 7 for math and 6 for English lessons and 6 for Kinyarwanda lessons. The sample size was quite small for term 1 as the team was busy with P3 materials distribution, collection and redistribution of SD cards with P3 content and training of P3 teachers from schools without mentors. For term 2, L3 Provincial Coordinators and M&E team target to conduct a lot more classroom observations.

Not all observed teachers participated at L3 training. Table 1 shows that 8 observed teachers have been trained by L3 and 10 teachers attended the training organized by the school based mentor. It is important to note that some of the observations were conducted prior to the L3 training of P3 teachers by L3 and P3 materials were still being distributed in schools. The following tables show the observed results.

**Table 2. Training of observed teachers**

Observation rubric	Grade	yes	no	Total
Has teacher attended L3 training?	P1	2	1	3
	P2	3	5	8

	P3	3	5	8
<b>Total</b>		<b>8</b>	<b>11</b>	<b>19</b>
Has the teacher received mentoring from the school-based mentor assigned to this school?	P1	1	2	3
	P2	4	4	8
	P3	5	3	8
<b>Total</b>		<b>10</b>	<b>9</b>	<b>19</b>

The observation protocol contained the following sections:

5. Teacher's use of L3 programme
6. Student participation
7. Utilization of materials provided by L3
8. Discussion with the observed teacher

### Teacher utilization of L3 programme

The observations found that the use of the L3 programme varies widely across grades and subjects. 13% of all observed P3 teachers explained to children the objective of the lesson, 25% in P2 and 50% of all P2 teachers explained the objective. Similarly, P1 English teacher, P2 Kinyarwanda teachers and P3 English teachers did not give students opportunity to work with partners. Between 25 to 50% of P2 teachers across subjects asked students what they had learned from the lesson, 0-50% for P3 teachers and 33%-100% for P1 teachers.

Although all teachers did not consistently use the L3 programme, there were a few areas that all or almost all observed teachers did very well. For instance, teachers asked students questions during lessons to reinforce understanding; teachers moved around the classroom; teachers spoke loudly so all students could hear; the teacher used legible writing that is visible from the back of the classroom and teachers equally encouraged boys' and girls' participation in the classroom.

In some areas many teachers struggled to adhere to recommendations in the programme such as, asking children what they enjoyed about the lesson, as well as summarizing the main points of the lesson for children and following instructions in the teacher guide.

## Student participation

Student participation was also observed in the classroom. Observations found that in the majority of classrooms observed students were actively participating in lesson activities and were able to understand the instructions given by the teacher. As for the ability to understand visual aids, most of the students did not do well. All observation results can be found in Table 3 below.

## Utilization of instructional materials

Observation results showed that the majority of teachers use the blackboard, chalk and guides during their lessons, with the exception of P2 teachers using L3 Teacher's Guide (between 50% and 75%) and P3 Kinyarwanda and English teachers at 75% and 50% respectively.

Results suggest also that student workbooks are used more frequently in Kinyarwanda classes than in English or Math in which approximately 88% of Kinyarwanda classes use student workbooks while only 50% of English and math classes use them. Read aloud books were not widely used in the observed classrooms. The observed teachers did not use flashcards and math manipulatives, except 50% of P2 math teachers using math manipulatives during their lessons.

## Discussion with the teacher

Observers were also asked to sit down with teachers after the observation to discuss what the teacher did well during the lesson and what could be improved. Highlights of these conversations can be found in Table 4.

Table 2. Number of observed teachers

		Grade			Total
Subject		P1	P2	P3	
Subject taught	Kinyarwanda		2	4	6
	English		4	2	6
	Math	3	2	2	7
Total		3	8	8	19

Table 3. Details of observation results (base on a sample of 19 observations)

Observation rubric	Grade	Kinyarwanda	English	Math
Teacher utilization of L3 programme				
The teacher explained the objective of the lesson.	P1			33%
	P2	50%	25%	0%
	P3	0%	50%	0%
The teacher used games and activities to help children develop phonemic and phonetic awareness (i.e. the ability to identify individual sounds in words and the ability to identify individual sounds in words and the ability to identify the letter or symbol representing those sounds).	P1			
	P2	25%	50%	
	P3	50%	0%	
The teacher assisted students to practice their automaticity and fluency (i.e. through choral reading, through identifying letters or words in random order, etc.	P1			33%
	P2	50%	50%	0%
	P3	50%	50%	0%
The teacher used gestures, drawings, miming and/or real objects to help students understand vocabulary and instruction.	P1			67%
	P2	50%	75%	50%
	P3	25%	50%	50%
The teacher provided a variety of mental math activities (calculations/estimations that are done in the students' head without the guidance of pencil and paper.	P1			33%
	P2			50%
	P3			50%
The teacher used chants, songs, role plays, and/or games to support students' learning.	P1			33%
	P2	50%	75%	50%
	P3	25%	0%	50%
The teacher asked students a variety of questions during the lesson to reinforce students' understanding.	P1			67%
	P2	100%	100%	50%
	P3	100%	50%	100%
The teacher held the storybook during his/her reading so that the children could see the pages.	P1			
	P2	0%	50%	
	P3	50%	0%	
Students were given an opportunity to practice vocabulary or simple calculations.	P1			67%
	P2	0%	100%	50%
	P3	50%	0%	50%

Observation rubric	Grade	Kinyarwanda	English	Math
Students were given an opportunity to work with a partner.	P1			33%
	P2	0%	50%	50%
	P3	75%	0%	0%
The teacher asked children what they enjoyed about the lesson.	P1			33%
	P2	0%	25%	50%
	P3	25%	0%	0%
The teacher asked children what they had learned from the lesson.	P1			33%
	P2	50%	25%	50%
	P3	50%	50%	0%
The teacher summarized the main points of the lesson for the children.	P1			33%
	P2	0%	25%	50%
	P3	25%	0%	50%
The teacher explained to students how to continue to practice when they returned home after school.	P1			33%
	P2	0%	50%	0%
	P3	75%	50%	50%
The teacher followed the instructions in the teacher guide	P1			33%
	P2	0%	50%	50%
	P3	25%	0%	50%
The teacher walked and moved around his/her classroom, including delivering some instructions from different points in the room.	P1			100%
	P2	100%	100%	100%
	P3	100%	100%	100%
The teacher spoke loudly enough so that all students could hear.	P1			100%
	P2	100%	100%	100%
	P3	100%	100%	100%
The teacher used legible writing that was visible from the back of the classroom.	P1			100%
	P2	100%	100%	50%
	P3	100%	100%	100%
The teacher equally encouraged boys' and girls' participation.	P1			100%
	P2	100%	100%	100%
	P3	100%	100%	100%
	P1			100%

Observation rubric	Grade	Kinyarwanda	English	Math
The teacher evenly distributed questions and interactions (encouraged participation of those at the front and back, on the right and on the left; asked questions of those who raised their hands and those who didn't).	P2	100%	100%	100%
	P3	100%	100%	100%
The teacher used pair work and/or group work during the lesson.	P1			33%
	P2	0%	50%	50%
	P3	75%	0%	0%
The teacher used the materials recommended for the lesson.	P1			33%
	P2	50%	50%	50%
	P3	75%	0%	50%
The teacher ensured that each student had his/her required materials (other than the book) and/or could share materials with one other student.	P1			67%
	P2	50%	25%	50%
	P3	100%	50%	100%
The teacher ensured that each student or group of students was on the correct page of the book throughout the lesson.	P1			
	P2	50%	25%	
	P3	75%	50%	
The teacher allowed all children to view images, flashcards, and/or other display materials for enough time for the children to focus on them (i.e. longer than 5 seconds).	P1			33%
	P2	0%	25%	50%
	P3	50%	50%	0%
The teacher pointed to each element on the board when speaking, when reading, and when guiding students' reading.	P1			33%
	P2	50%	50%	50%
	P3	50%	100%	100%
The teacher organized his/her classroom according to the directions in the teachers' guide.	P1			33%
	P2	0%	25%	50%
	P3	0%	100%	50%
Student participation				
Were actively participating in the activities	P1			100%
	P2	100%	75%	100%

Observation rubric	Grade	Kinyarwanda	English	Math
	P3	100%	100%	100%
Understand the instructions given by the teacher	P1			100%
	P2	100%	100%	100%
	P3	100%	100%	100%
Were able to understand the visual aids	P1			33%
	P2	0%	50%	50%
	P3	25%	0%	0%
Utilization of instructional materials				
The L3 Teacher's guide	P1	-		100%
	P2	50%	75%	50%
	P3	75%	50%	100%
The blackboard and chalk	P1	-		100%
	P2	100%	100%	100%
	P3	100%	100%	100%
Student workbooks	P1	-		100%
	P2	100%	50%	0%
	P3	75%	0%	50%
Read aloud books	P1	-		
	P2	0%	25%	
	P3	25%	0%	
Flashcards	P1	-		0%
	P2	0%	0%	0%
	P3	0%	0%	0%
Math manipulatives	P1			0%

Observation rubric	Grade	Kinyarwanda	English	Math
	P2			50%
	P3			0%

Table 4. Post-observation comments

Kinyarwanda, P2	
<ul style="list-style-type: none"> <li>○ This teacher is not using Kinyarwanda teachers guide at all. Also he delivered what was not in class diary. Alb. 12/2/2015</li> <li>○ She is a very good teacher. However she should improve on the following: Follow instructions from the guide, Use pair work, Give home work to students and summarize the main points at the end of the lesson. Chan. 4/3/2015</li> </ul>	
Kinyarwanda, P3	
<ul style="list-style-type: none"> <li>○ The teacher started working at this school three days ago, he was not mentored by the SBM who works at this school and he does not use L3 materials at all. Franc. 18/2/2015</li> <li>○ The teacher delivered the lesson in an effective way. She was very active and motivating students. The only worry she has is about the scheme of work that was sent by the District which is different from what she has in L3 books. Chan. 19/2/2015</li> <li>○ The teacher is just good. She has a nice voice; she is very active and motivating. However she has to follow instructions from the guide while teaching. She also have to work on her pronunciation of "ncy" blend. Chan. 3/3/2015</li> <li>○ This a good teacher, who managed to respect all instructions from teacher guide. Good class manager, all activities were done. Home work was given to learners. Lesson was understood. Alb. 10/3/2015</li> </ul>	
English, P2	
<ul style="list-style-type: none"> <li>○ Generally, the teacher is not using L3 materials. Alb. 19/2/2015</li> <li>○ The teacher was encouraged to keep up the good work of following the instructions from the Teacher's guide and allow learners to practice activities in pairs. The teacher should increase his level of English especially in terms of pronunciation. Franc. 3/3/2015</li> </ul>	
English, P3	
<ul style="list-style-type: none"> <li>○ The teacher is encouraging students, Acknowledge student effort, Motivated learners, Give teachers books to read, Using read aloud story collection, Using pair works, Using instructions from Teacher Guide. Rob. 4/3/2015</li> <li>○ He is not using L3 materials at all. Alb. 4/3/2015</li> </ul>	
Math, P1	
<ul style="list-style-type: none"> <li>○ Teacher explained that she tried to read lesson, she prepared materials and other teaching aids. While teaching lesson one, Math P1 teacher has not used and respected instruction</li> </ul>	



<p>from teacher guide, she does not use games and songs even materials were not used. Alb. 13/2/2015</p> <ul style="list-style-type: none"> <li>○ The teacher is respecting instructions from teachers guide, games and songs were used, children participated, she gave homework to learners, she managed well her classroom. Alb. 4/3/2015</li> </ul>
Math, P2
<ul style="list-style-type: none"> <li>○ Teacher tried to read the lesson before, prepared materials, however, she has not respected instructions from teacher guide, teaching aids were not used, chants and songs were not used. No group work was done. Alb. 12/2/2015</li> <li>○ The teacher used cables and fibers made in local materials and a meter to help learners understand the relationship between a length's measurements, She helped learners work in pair work; She found the right place to deliver the lesson outside the classroom. However it should be better for the teacher to use a mobile board to write the measures on the black board as they are indicated. Franc. 18/2/2015</li> </ul>
Math, P3
<ul style="list-style-type: none"> <li>○ Teacher tried to prepare, read lesson in teacher's guide, she went through instructions, boys and girls were participating. However, Math teacher has not followed instructions from teacher's guide, no game, no songs, no mental Math activities no chants used while delivering her lesson. Alb. 2/3/2015</li> <li>○ The teacher is active and she is using L3 Teacher's Guide as requested. Pupils are active but are not given an opportunity to work in pair. Franc. 5/3/2015</li> </ul>

## Summary

19 non-audio lessons were observed during monitoring visits and all observed teachers had previously participated either to L3 training or were trained by their SBMs. It was observed that the use of L3 programme varies widely across grades and subjects. Although all teachers did not consistently use L3 programme, in some areas all observed teachers did well. The majority of teachers use the blackboard, chalk and guides during their lessons, with only the exception of P2 teachers.

## Annex 1. L3-Non audio observation

Question ID	Question	Answer
1	A1. School name	
2	A2. Date of observation	
3	A3. Teacher name	
	<i>Last name</i>	
	<i>First name</i>	
4	A4. Class	P1 P2 P3 P4
5	A5. Subject taught	Kinyarwanda English Math
6	A6. Program term	
7	A7. Program week	
8	A8. Lesson number	
9	A9. Total number of	
	<i>Boys</i>	
	<i>Gils</i>	
10	A10. How are desks organized in the classroom	Rows Horseshoe Other
11	A11. Observer's information	
	<i>Last name</i>	
	<i>First name</i>	
	<i>Organization</i>	
12	Instructions for the observer	
13	QB1-5	
	<i>B1. The teacher explained the objective of the lesson.</i>	yes no not applicable

	<i>B2. The teacher used games and activities to help children develop phonemic and phonetic awareness (i.e. the ability to identify individual sounds in words and the ability to identify the letter or symbol representing those sounds).</i>	yes no not applicable
	<i>B3. The teacher assisted students to practice their automaticity and fluency (i.e. through choral reading, through identifying letters or words in random order, etc).</i>	yes no not applicable
	<i>B4. The teacher used gestures, drawings, miming and/or real objects to help students understand vocabulary and instructions.</i>	yes no not applicable
	<i>B5. The teacher provided a variety of mental math activities (calculations/estimations that are done in the students' head without the guidance of pencil and paper.)</i>	yes no not applicable
14	QB6-10	
	<i>B6. The teacher used chants, songs, role plays, and/or games to support students' learning.</i>	yes no not applicable
	<i>B7. The teacher asked students a variety of questions during the lesson to reinforce students' understanding.</i>	yes no not applicable
	<i>B8. The teacher held the storybook during his/her reading so that the children could see the pages.</i>	yes no not applicable
	<i>B9. Students were given an opportunity to practice vocabulary or simple calculations.</i>	yes no not applicable
	<i>B10. Students were given an opportunity to work with a partner.</i>	yes no not applicable
15	QB11-16	

	<i>B11. The teacher asked children what they enjoyed about the lesson.</i>	yes no not applicable
	<i>B12. The teacher asked children what they had learned from the lesson.</i>	yes no not applicable
	<i>B13. The teacher summarized the main points of the lesson for the children.</i>	yes no not applicable
	<i>B14. The teacher explained to students how to continue to practice when they returned home after school.</i>	yes no not applicable
	<i>B15. The teacher followed the instructions in the teacher guide.</i>	yes no not applicable
	<i>B16. The teacher used the materials recommended for the lesson.</i>	yes no not applicable
16	QB17-21	
	<i>B17. The teacher ensured that each student had his/her required materials (other than the book) and/or could share materials with one other student.</i>	yes no not applicable
	<i>B18. The teacher ensured that each student or group of students was on the correct page of the book throughout the lesson.</i>	yes no not applicable
	<i>B19. The teacher allowed all children to view images, flashcards, and/or other display materials for enough time for the children to focus on them (i.e. longer than 5 seconds).</i>	yes no not applicable
	<i>B20. The teacher pointed to each element on the board when speaking, when reading, and when guiding students' reading.</i>	yes no not applicable

	<i>B21. The teacher organized his/her classroom according to the directions in the teachers' guide.</i>	yes no not applicable
17	QB22-27	
	<i>B22. The teacher walked and moved around his/her classroom, including delivering some instructions from different points in the room.</i>	yes no not applicable
	<i>B23. The teacher spoke loudly enough so that all students could hear.</i>	yes no not applicable
	<i>B24. The teacher used legible writing that was visible from the back of the classroom.</i>	yes no not applicable
	<i>B25. The teacher equally encouraged boys' and girls' participation.</i>	yes no not applicable
	<i>B26. The teacher evenly distributed questions and interactions (encouraged participation of those at the front and back, on the right and on the left; asked questions of those who raised their hands and those who didn't).</i>	yes no not applicable
	<i>B27. The teacher used pair work and/or group work during the lesson.</i>	yes no not applicable
18	QC1-4	
	<i>C1. Did students have enough time to complete the activities during pauses?</i>	yes no not applicable
	<i>C2. Were students actively participating in the activities?</i>	yes no not applicable
	<i>C3. Did students understand the instructions given by the teacher?</i>	yes no

		<i>not applicable</i>
	<i>C4. Were students able to understand the visual aids?</i>	<i>yes</i> <i>no</i> <i>not applicable</i>
19	D1. To deliver this lesson, the teacher used (Tick all that apply):	Phone with speakers The L3 Teacher's guide The blackboard Chalk Student workbooks Read Aloud Books Flashcards Math manipulatives Other (please specify):
20	QD2-3	
	<i>D2. Has teacher attended L3 training?</i>	<i>yes</i> <i>no</i> <i>not applicable</i>
	<i>D3. Has the teacher received mentoring from the school-based mentor assigned to this school?</i>	<i>yes</i> <i>no</i> <i>not applicable</i>
21	After completing the instrument, go through each item with the teacher. Ask them what they did to prepare for this lesson? Start with the things they did well, and discuss other items that they did not do well or understand. Provide highlights of your discussion with the teacher:	
22	Action points agreed upon by observer and teacher:	
23	Teacher recommended changes to L3 program:	
24	Data status	real data! practice or test data

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# Field visit report

Quarter 2 FY15

**EDC-L3**

**Monitoring and Evaluation Department**

March 2015

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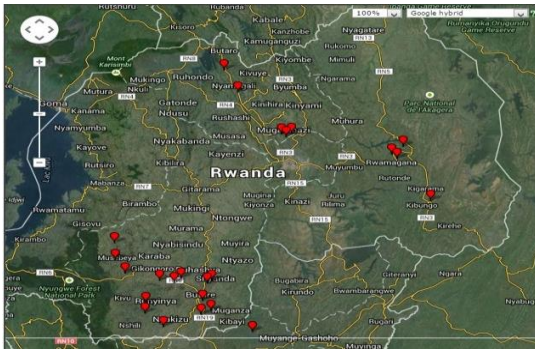
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## Introduction

In March 2015, The M&E staff conducted field visits to L3 Supported Primary schools and Teacher Training Colleges in Southern, Northern and Eastern Provinces. The purpose of the visits was to monitor the implementation of the L3 Initiative in primary schools and TTCS. Specific objectives of the visit were to:

- Monitor L3 implementation in schools and in TTCS
- Carry out Data Quality Assessment for the following indicators: **3.2.1.18:** Number of PTAs or similar 'school' governance structures supported and **3.2.2-42:** Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs;
- Discuss with TTCS principals and tutors, the support rendered by Literacy and Numeracy Advisors to TTCS.



The M&E team visited 15 primary schools and 3 TTCs in the Southern Province, 5 schools and one TTC in Northern Province and 4 schools and one TTC in Eastern Province. The following is the table of schools and TTCs visited.

**Schools and TTC visited in Southern Province**

District	Huye District	Nyamagabe District	Nyaruguru District	Gisagara District	TTC visited
School/ visited	Cyendajuru PS Buremera PS Maraba PS GS Cyarwa	Gashwati PS Bishyiga PS GS Mbuga GS Kibeho	Nyarushishi PS GS Cyahinda GS Mwoya	Nyaruhengeri PS Kansi PS Save B PS GS Shyanda	Mbuga Save Cyahinda

**School and TTC visited in Northern and Eastern Provinces**

District	Rulindo District-Northern Province	Burera District Northern Province	Rwamagana District-Eastern Province	Ngoma District-Eastern Province	TTC visited
School/ visited	GS Mugambazi	GS Kigeyo GS JM Birambo	GS Nsinda GS Kitazigurwa	GS G Save B PS	Zaza ( Eastern Province)

	Shengampuli PS GS Masoro		GS Nyarusange	GS Shyanda	Kirambo (Northern Province)
--	--------------------------------	--	---------------	------------	--------------------------------

During the visit, the M&E team interviewed in total 24 schools heads (including head teachers and Deputy Head teachers / Deans of Studies) and 15 PTC representatives' and 24 focus groups sessions in which 95 teachers teaching in P1 to P3 participated.

### Methodology

During the visit, L3 M&E staff met the teachers and head teachers and assessed the L3 implementation in their respective schools by looking at the positive practices on use of L3 materials and challenges faced.



Figure 6: P3 students at Nyarushishi PS, Nyaruguru District in reading exercise.

Monitoring tools including the grade monitoring and school monitoring forms were used to collect data on school information and on use of L3 materials.

In addition, M&E staff met with PTC members including parents' representatives and head teachers to discuss the community involvement in L3 implementation. With PTC representatives; key areas discussed included

the PTC training received from Concern and whether cascade trainings have been organized to other PTC members. The data quality assessment allowed assessing PTC functionality, the existence and implementation of actions plans on community support to literacy, community support to teacher motivation; community support to equity in education and use of behaviours change communication materials for awareness raising on community support to literacy. In the DQA, challenges impending PTCs to effectively deliver and related mitigations strategies were also assessed.

### Main observations

- The M&E team observed that all 24 schools visited received L3 materials; All schools received P1 and P2 distributed in 2014 and P3 materials which were received in 2015.

- A high number of teachers for P1 to P3 acknowledged the importance of L3 materials in teaching and learning process, reporting that L3 materials have increased the active participation of pupils in learning process and that L3 material facilitated the teaching process by availing well structured and detailed content which ease the teaching practice.
- A higher number of head teachers reported that L3 materials increased the student's performance mainly in terms of reading as the materials include the reading story of interest to children and that the daily readers given to children allow them to practice reading not only at school but also at their homes.
- 24 school leaders (Head teachers and Deputy Head teachers) in schools visited acknowledged that PTCs play an active role in school management and that there is an increased awareness of parents role in their children's learning which is demonstrated through an increased turn up of parents visiting their children at schools and requesting from teachers how their children are performing at schools. It was advised that in collaboration of local leaders; schools can use different and existing community gatherings to deliver the message to parents in continuous raising awareness of parents on their roles to support children in reading.
- Teachers in all the schools reported that they regularly use L3 materials in their teaching practices and that the teachers guide are prepared in a well detailed and systematic manner is reported to have eased the teaching process.
- All the schools visited possess a proper records management system which ease access to data on pupils' enrollment and records on materials received.
- In schools visited and having school based mentors (Mbuga GS, Cyendajuru PS, Nyarushishi PS, Shengampuli PS, GS NYARUSANGE) it was noted that the SBMs are supporting teachers through organizing training on how to use L3 materials and teacher training in English. Head teachers also reported that school based mentors support in delivery of model L3 lessons and in organizing extra curricula activities aiming at promoting reading culture among children.
- In TTCs visited, 1 Principal and 4 Director of Studies applauded the support which is given by LNA volunteers in terms of preparing students teachers to be familiar and use of L3 materials in teaching practice. They also revealed that LNA volunteers support the TTCs through providing support to tutors in provision of model lessons, organizing writers workshops and support in resource making.

## Observed issues and proposed actions

- In almost the schools visited, audio lessons have not effectively delivered starting the school year of 2015. This is attributed to the fact that in most of the schools visited speakers provided by L3 are no longer functioning due to swelling batteries and damaged cables . For this, It was advised that head teachers will purchase the spare wires. In addition EDC / L3 will communicate the list of recommended shops from where replacement materials can be purchased.
- Teachers at the 15 schools reported that the content for P3 materials is beyond the capacity level of P3 pupils the Kinyarwanda stories are long and the P3 English materials content is complicated. It was advised that P3 materials were developed base on REB curricula. Teachers were advised to follow the instructions in the teacher guide and where possible, prepare lessons in advance to adapt them to needs of the learners.,
- It was observed that books given to pupils as daily readers are getting damaged due to lack of proper book management. it was advised that each school should set measures to have all books covered by engaging the parents in this process and also that teachers should lead by example and cover their books also.
- Some schools visited school administration decided to provide the daily readers to pupils only when they are at schools. (EP Maraba, EP Kansi, EP Bishyiga, EP Gashwati, GS Kibeho, GS Mwoya, GS Kigeyo, GS JM Kirambo, GSMugambazi, GS Masoro, GS Gahima)
- It was advised that the daily readers have to be used by children in and out of school. For this purpose, schools were advised to enhance the mobilization of parents to help their children to effectively use the daily readers and ensure that they are well covered and properly maintained. The LNA volunteer at TTC Kirambo, specified that the implementation of L3 program is being constrained by the lack of time to arrange L3 activities such as training and provision of model lessons as tutors in TTCs put much emphasis on delivering and completion of the TTC curriculum. To address this, the volunteer tries to arrange shorter trainings over more time.
- In all TTCs visited, tutors requested additional L3 materials to cater for the need expressed by student teachers in TTCs for their teaching practices. Again, TTCs principals expressed the wish to purchase the additional L3 materials. It was advised that TTCs could make copies of L3 materials until the materials will be available for purchase.

### **Follow up actions**

In addition to the routine school monitoring and data quality assessment activities, which will be undertaken throughout the next field visits, which will be carried out in Western, Northern and Eastern; the following areas should be examined:

- Status of L3 materials distributed in terms of materials in good condition, the numbers of materials missed or damaged, schools mechanisms to preserve L 3 materials received and how they are being used in schools
- Feed back from teachers and head teachers on the training delivered by School Based Mentors to teachers and feedback from School Based Mentors on the training delivered by Senior mentors to School Based Mentors.
- Specific community initiatives for teacher motivation and for support to literacy,
- Specific schools mechanisms and initiatives for management and maintenance of L3 materials

### **Compiled by**

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**L3 Monitoring and Evaluation Manager**

# **L3 Subject Teacher Monitoring**

## **Summary Report**



**Quarter 2 FY15**

**EDC-L3**

**Monitoring and Evaluation Department**

**April 2015**

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## List of Acronyms

EDC:	EDUCATION DEVELOPMENT CENTER. INC
FY:	FISCAL YEAR
OLPC:	ONE LAPTOP PER CHILD
M&E:	MONITORING AND EVALUATION
PTA:	PARENT TEACHER ASSOCIATION
PTC:	PARENT TEACHER COMMITTEE
SBMs:	SCHOOL BASED MENTORS
TLMs:	TEACHING AND LEARNING MATERIALS

## INTRODUCTION

L3 staff conducted monitoring visits to schools and collected grade monitoring data from 278 P1, P2 and P3 teachers in the first term of the school year 2015 (January-March 2015). The purpose of subject teacher monitoring is to collect data on the implementation of the L3 initiative, specifically, teacher monitoring results help to track teachers' instructional practices in teaching students. The information collected provides L3 management team and key stakeholders with up-to-date information about the progress of L3-related activities and be used to adjust and improve L3 delivery.

The data were collected by L3 provincial coordinator (63%) and M&E team (37%). The data were collected electronically, using tablets with SurveyToGo software in which the subject teacher monitoring questionnaire (Annex 1) was programmed. Teachers were asked about the grades and subjects they teach, the use of L3 TLMs while teaching, L3 training, SBM training on L3 materials, the frequency of use of L3 technology in teaching students and comments about L3 materials, training, or school-based mentors. This report summarizes the monitoring results.

Table 1 shows the distribution of monitored teachers per province, grade and subject taught.

Table 1. Distribution of subject teachers monitored

ProvinceGrade			Subject taught			Total
			Kinyarwanda	Math	English	
East		P1	19	14	8	41
		P2	17	10	10	37
		P3	10	14	10	34
	Total		46	38	28	112
Kigali City		P1	3	2	2	7
		P2	5	4	3	12
		P3	6	4	6	16
	Total		14	10	11	35
North		P1	10	3	5	18
		P2	7	5	5	17
		P3	5	6	3	14
	Total		22	14	13	49



ProvinceGrade			Subject taught			Total
			Kinyarwanda	Math	English	
South		P1	6	6	7	19
		P2	7	10	4	21
		P3	12	8	6	26
	Total		25	24	17	66
West		P1	0	4	2	6
		P2	2	0	1	3
		P3	3	3	1	7
	Total		5	7	4	16
Grand Total			112	93	73	278

The majority of grade data were collected in Eastern Province (40%), followed by the Southern Province (24%). The distribution of monitored teachers per grade was almost even: (33%) were P1 teachers, (32%) were P2 teachers and (35 %) were P3 teachers. Most teachers were Kinyarwanda teachers (40%), followed by Math teachers (33%) and English teachers (26%).

## I. USE OF L3 TEACHING AND LEARNING MATERIALS BY TEACHERS

### Print Materials

During monitoring visits, teachers were asked if they use L3 Print Materials (Teachers' Guides, Read Alouds books and Students' books) and (95%) answered yes and (5%) said no. All P1 teachers monitored (100%) use L3 TLMs, 96% of P2 teachers use L3 materials and 89% of P3 teachers use the materials. Table 2 shows the results.

Table 2. Use of L3 Print materials

Province			Use of L3 TLMs		Total
			Yes	No	
East		P1	41	0	41
		P2	34	3	37

Province			Use of L3 TLMs		Total
			Yes	No	
		P3	27	7	34
	Total		102	10	112
Kigali City		P1	7	0	7
		P2	12	0	12
		P3	16	0	16
	Total		35	0	35
North		P1	18	0	18
		P2	16	1	17
		P3	11	3	14
	Total		45	4	49
South		P1	19	0	19
		P2	21	0	21
		P3	25	1	26
	Total		65	1	66
West		P1	6	0	6
		P2	3	0	3
		P3	7	0	7
	Total		16	0	16
Grand Total			263	15	278
			95%	5%	100%

## L3 Technology

Teachers were also asked if they use L3 technology (phones with SD cards, speakers) in teaching P1, P2 and P3 students. Results in table 3 show that most of the teachers use L3 technology 2 to 4 times a week in teaching students. 15% of teachers use it every day and 3% use the technology once a week. 4% of teachers use the L3 technology occasionally, but not regularly while 12% confirmed that they never used L3 technology in teaching Kinyarwanda, math and /or English in lower primary. It is important to note that the frequency of technology use in the L3 programme varies from subject

to subject, (math requires the technology for two lessons a week, while Kinyarwanda and English can require up to five lessons a week.)

Most teachers who never used L3 technology are P3 teachers (13). This is mainly due to the fact that some schools were visited before or during the distribution of P3 materials and teachers were not yet trained on how to use L3 materials/technology. Other reasons given by teachers not using L3 technology include shortage of L3 technology, damaged materials and electricity problems.

**Table 3. Use of L3 technology by teachers**

Grade/Subject		Use of L3 technology					Total	% of Total
		Every day	2-4 times a week	Once a week	Occasionally	Never		
<b>P1</b>	Kinyarwanda	3	25	3	4	3	38	42%
	Math	3	20	2	1	2	28	31%
	English	5	15	0	0	4	24	27%
	<b>Total</b>	<b>11</b>	<b>60</b>	<b>5</b>	<b>5</b>	<b>9</b>	<b>90</b>	<b>100%</b>
<b>P2</b>	Kinyarwanda	5	29	2	1	1	38	42%
	Math	6	16	1	0	6	29	32%
	English	2	16	0	1	4	23	26%
	<b>Total</b>	<b>13</b>	<b>61</b>	<b>3</b>	<b>2</b>	<b>11</b>	<b>90</b>	<b>100%</b>
<b>P3</b>	Kinyarwanda	5	16	0	4	6	31	35%
	Math	6	22	0	0	5	33	38%
	English	4	17	0	1	2	24	27%
	<b>Total</b>	<b>15</b>	<b>55</b>	<b>0</b>	<b>5</b>	<b>13</b>	<b>88</b>	<b>100%</b>
<b>Missing Data</b>							<b>10</b>	
<b>Grand total</b>		<b>39</b>	<b>176</b>	<b>8</b>	<b>12</b>	<b>33</b>	<b>278</b>	
		<b>15%</b>	<b>66%</b>	<b>3%</b>	<b>4%</b>	<b>12%</b>	<b>100%</b>	

## II. ATTENDANCE AT L3 TRAINING

The teachers were asked if they have attended a training organized by EDC/L3, 52% of teachers answered yes and 48% answered no. It is important to note that at the time of monitoring, the

national implementation and P3 material distribution were ongoing. The results are displayed in the table 4.

**Table 4. Attendance at L3 training**

Have you attended L3 training?		Subject taught			Total	% of Total
		Kinyarwanda	Math	English		
<b>East</b>	Yes	27	22	12	61	54%
	No	19	16	16	51	46%
	<b>Total</b>	<b>46</b>	<b>38</b>	<b>28</b>	<b>112</b>	<b>100%</b>
<b>Kigali City</b>	Yes	4	4	3	11	31%
	No	10	6	8	24	69%
	<b>Total</b>	<b>14</b>	<b>10</b>	<b>11</b>	<b>35</b>	<b>100%</b>
<b>North</b>	Yes	10	9	6	25	51%
	No	12	5	7	24	49%
	<b>Total</b>	<b>22</b>	<b>14</b>	<b>13</b>	<b>49</b>	<b>100%</b>
<b>South</b>	Yes	16	12	10	38	58%
	No	9	12	7	28	42%
	<b>Total</b>	<b>25</b>	<b>24</b>	<b>17</b>	<b>66</b>	<b>100%</b>
<b>West</b>	Yes	4	4	1	9	56%
	No	1	3	3	7	44%
	<b>Total</b>	<b>5</b>	<b>7</b>	<b>4</b>	<b>16</b>	<b>100%</b>
<b>Grand Total</b>		<b>112</b>	<b>93</b>	<b>73</b>	<b>278</b>	<b>100%</b>

### **III. TRAINING BY SCHOOL BASED MENTORS (SBMs)**

Asked whether they were trained by the school based mentor, results in table 5 show that 74% of teachers said yes, 19% said no and 7% specified that their schools do not have a mentor. The monitoring results will be crosschecked with the reports submitted by SBMs through EDC/L3 DataWinners system and a further analysis will be done in the forthcoming terms and the findings will be shared with REB/TDM.

**Table 5. Training by School Based Mentor**

Grade	Subject	Trained by SBM			Total
		Yes	No	No mentor	
P1	Kinyarwanda	27	8	3	38
	Math	22	5	2	29
	English	20	4	0	24
	Total	69	17	5	91
P2	Kinyarwanda	33	4	1	38
	Math	25	4	0	29
	English	18	4	1	23
	Total	76	12	2	90
P3	Kinyarwanda	22	9	5	36
	Math	23	7	5	35
	English	17	7	2	26
	Total	62	23	12	97
Grand total		207	52	19	278
		74%	19%	7%	100%

#### IV. COMMENTS ABOUT L3 PROGRAM

The teachers monitored were asked to provide their observations or comments on L3 materials, training, and school based mentoring program. Their feedback was summarized per grade and per subject, as follows:

Kinyarwanda P1
<p><b><u>Appreciation</u></b></p> <ul style="list-style-type: none"> <li>o I realized how good this program is. From today I am going to start using these materials based on the scheme of work in the teacher guide</li> </ul>

## Challenges

- We need serious training. Our mentor trained us on the use of phones only. About lessons plans and the use of new books, nothing.
- The mentor does not train us on Kinyarwanda and math subjects
- The mentor does not co-teach with us
- We need more L3 trainings
- New kids in P1 do not know to turn to pages indicated to them in daily readers
- The audio student (KAMANZI) is so fast for P1 students because they are not used to these audio lessons
- We need you to increase the number of cell phones
- To reduce the story length in the read aloud books so that they can fit with the time that we have to teach
- To reduce the number of blends which are taught
- The mentor does not have a projector
- L3 materials are not enough compared to the number of teachers using them
- We suggest the L3 program to renew each year the books for students because they get old and even batteries
- The audio lesson are so fast for students especially because the big number of students in classrooms
- It can be better if you help us to repair our materials or to replace the damaged materials
- It can be better if each teacher has his/her own materials
- It is not easy to share phones and speakers here. If possible every teacher should get her own phone. We have problems with the cables connecting the phone to the speaker. We reported that to the DOS but nothing was done.
- It should be better for every teacher to have his or her phone and speakers to avoid shared responsibility in replacing the stolen or the lost material when one is not really responsible.

## Kinyarwanda P2

### Appreciation

- ✓ The Program is good as it improves students' listening skills for learners
- ✓ L3 materials are nice and students are happy with them

### Challenges

- The battery of speakers don't have chargers, and we also need more trainings
- Students are not able to follow the teacher in audio, he/she is fast
- The mentor trains us well

- Every teacher should be provided with a phone and speaker. It is a challenge when teachers sharing materials have audio lessons at the same hours.
- Some L3 materials don't work very well
- L3 lessons don't give time of writing for the student, you must improve the time of writing for the students
- The color of student's books need to be changed from white to other colors
- We suggest each classroom to have its own L3 materials
- The volume for the speakers is very low
- SBM need to be around to help us when we have difficulties
- Parents need to be sensitized on this program during the parents meetings
- Readers are few in some classes
- We do not have any read aloud story book in P2
- Our mentor is a Kenyan; she failed to train us in Kinyarwanda
- Stories are too long, learners are not able to respond to 5 finger questions;

### Kinyarwanda, P3

#### Appreciation

- ✓ I appreciated the training we got from L3 team. It helped us a lot. We are very happy with the program and we believe that it will improve the quality of education in our schools. If we can get the readers that are missing we will thank you a lot.
- ✓ L3 program is improving reading and numeracy
- ✓ L3 program is good

#### Challenges

- Writing is not improved with L3 program. Audio lesson does not focus on writing, not enough time for kids to write
- Audio lessons with large classes is a challenge
- We need a school based mentor
- We need to be trained on the p3 materials
- We don't have enough technology materials
- REB has to harmonize the program taught in private and public schools because we always get discouraged at the end of the term when we have to do the same exam as private schools
- The obstacle is to teach 3 trends per week which seems to be complicated because they are composed by more than two consonants. If they can be reduced to two trends per week maybe students can try

### English P1

### Challenges

- The District scheme of work does not align with what we have in our teacher guide. It is very difficult for us to use both of them at the same time. We are worried about what will happen in the exam.
- We need enough materials
- Student books are not enough so that each students can have his/her own book
- We need more trainings at least 2 times a term
- We need spare batteries because sometime our batteries get discharged while we are teaching
- Our suggestion is that you can change the cover of the student's books because they get dirty easily
- Cables for connecting the phone to the speaker get easily damaged
- The power of the solar panel is not enough
- Technicians are rare in local regional when L3 materials have to be repaired

#### English P2

### Challenges

- When cell phones and speakers get damaged we don't have anywhere to repaired them
- The L3 materials are nice and useful but we need more trainings
- The SBMs is helping us a lot but we suggest each school to have its own mentor
- We need additional phones, speakers, SD cards in P3
- To sensitize SBMs to be closer to us because this term they didn't help us in our daily activities
- This L3 Program is good the problem is still the shortage of materials

#### English P3

### Appreciation

- ✓ This new practice is just good and helpful. Children are happy and motivated especially while learning through audio
- ✓ I appreciate L3 Program because I believe that the quality of education will improve
- ✓ The mentor trains us on teaching practices, English and l3 materials

### Challenges

- The problem is the shortage of materials and the students' low level of understanding.
- L3 materials are nice for teachers who have been trained on how to use them, that is why we need more trainings on the usage of these materials



- Many lessons in a single lesson
- English books for P3 students are of high level compared to the level of students
- P3 texts are very long and do not match the level of students
- When the SBM left the school, he went with all the technology materials therefore we need other technology equipments
- Using cell phones while teaching, we don't have enough time to do the evaluation
- Students don't understand what the audio teacher is saying we need to translate what he is saying in Kinyarwanda
- Simplify English in P3, especially stories
- Visit us frequently and help us
- The time provided for students activities and evaluation is too short;
- Three trends in one period are too much

### Math P1

#### Appreciation

- ✓ L3 phone and speaker are working well
- ✓ L3 Program is wonderful!

#### Challenges

- We need additional materials (cell phones)
- Our school doesn't have a school based mentor, therefore we need a mentor
- We need to be trained on L3 materials in order to teach in a best way
- There is some lesson that stops when you arrive in the middle
- In Mathematics sometime the L3 teacher guide direct us in some math books that we don't have. we need to have those books
- L3 materials are not enough in general. All subjects (Maths, Kinya, English) are not taught using L3 audio. For instance, in P1 only Kinyarwanda audio lessons are taught using L3 audio materials. Thus they should be increased.
- I wish you increase the L3 materials because we do not prepare our lessons effectively.

### Math P2

#### Appreciation

- Our mentor trains us very well and helps us every time

#### Challenges

- This program is nice and students are happy with it but we wish if the L3 program can include a way of pausing the lesson because sometime we need to pause or to rewind lesson
- Some of the training materials of the mentor were stolen, projector
- One Math guide only in P2
- Because some technology materials gets easily damaged we suggest the L3 program to distributed spare parts
- We need more training from you
- We need more math books
- I need to be trained on the L3 materials because I'm new on this program
- We have few cell phones and speakers and even books are not enough
- The number of students is big so that we don't know how to manage the class when teaching the audio lessons
- I do not use Phone and speaker because there is a rotation system where some teachers teach audio lessons only when others teach non audio lessons only
- L3 materials should be increased especially phones and speakers

### Math P3

#### Appreciation

- The L3 materials are helping us a lot and students are happy with them

#### Challenges

- Training was well organized. The materials are interesting and useful. The only problem we have here is phones and speakers. Sharing them is very difficult. I wish that if possible, every teacher has her/his own phone and speaker.
- The mentor does not train us on kiny and math
- No video modules are used to train us at the school level by the mentor
- Activity time in audio lessons is very short and student in audio answers the questions before class students finish the task
- We need continuous trainings especially at the beginning of terms
- We need math exercise books because we don't have them
- We didn't receive any training from L3
- We need a solar panel that have a more power
- We need spares parts for connecting the cell phone to the speaker

## SUMMARY

278 teachers were interviewed during monitoring visits and the majority of use L3 TLMs in teaching students. Half of the teachers have attended L3 training and 74% of the teachers in schools with

mentors were trained by their respective mentors. The majority of teachers use L3 technology 2 to 4 times a week in teaching students. A big number of teachers requested more trainings on L3 program, raised the issue of damaged materials, shortage of materials, SBMS not training teachers on Kinyarwanda subject, audio lessons in large classes. They appreciated also L3 program as it improving listening skills for learners, students are enthusiastic about the program, audio lessons, L3 TLMs and SBMs' everyday support to teachers.

The subject teacher monitoring results will be used by L3 management team and shared with key stakeholders to inform them on the progress of implementation of L3 program in Rwandan schools, especially by teachers. The data collected will also be crosschecked other reported data by SBMs, partners as well as other monitoring channels.

## Annex 1. Grade Monitoring Form

Question ID	Question	Answer
1	a. Observer's name Izina ry'Usuzuma	
2	b. Date of Assessment Itariki	
3	c. Province	East Kigali City North South West
4	d. School District	Bugesera Burera Gakenke Gasabo Gatsibo Gicumbi Gisagara Huye Kamonyi Karongi Kayonza Kicukiro Kirehe Muhanga Musanze Ngoma Ngororero Nyabihu Nyagatare Nyamagabe Nyamasheke Nyanza Nyarugenge

		Nyaruguru Rubavu Ruhango Rulindo Rusizi Rutsiro Rwamagana
5	e. School name	Other (specify)
6	1. What grade are you teaching? Ni uwuhe mwaka wigishamo?	P1 P2 P3
7	2. What subject are you teaching in this grade? Ni ayahe masomo wigisha muri uwo mwaka?	Kinyarwanda Math English
8	3. What is your name? Amazina yawe ni ayahe?	
	<i>Family Name Izina ry'umuryango</i>	
	<i>Other Names Andi mazina</i>	
9	4. What is your gender? Igitsina	Male (Gabo) Female (Gore)
10	5. Do you use L3 Teaching and Learning Materials while teaching this subject(s) with this grade? Waba ujya wifashisha imfashanyigisho za L3 mu kwigisha isomo wigisha?	Yes (Yego) No (Oya)
11	6. In which term are you currently teaching? Ni ikihe gihembwe ugezeho wigisha?	Term 1 Term 2 Term 3
12	7. What is the week number of the curriculum you are currently teaching? Ni icyumweru cyakangahe ugezeho wigisha?	
13	8. What is the lesson number of the curriculum you are currently teaching? Ni isomo rya kangahe ugezeho wigisha?	

14	9. Have you attended L3 training? Wigeze ujya mu mahugurwa ya L3?	Yes (Yego) No (Oya)
15	10. Have you attended a training by your school-based mentor? Wigeze uhugurwa na school based mentor w'ikigo cy'amashuri cyawe?	Yes (Yego) No (Oya) Our school does not have a mentor (ikigo cy'amashuri cyacu nta school based mentor kigira)
16	11. Did you receive technology from L3? Ni ibihe ibikoresha by'ikoranabuhanga bya L3 mwakiriye?	Yes, cell phone with SD card (Yego twakiriye telephone) Yes, speakers (Yego, indangururamajwi) No (Oya)
17	12. If you said yes in the previous question, how often do you use this technology in teaching students in this subject? Niba warakiriye ibikoresho by'ikoranabuhanga, ni inshuro zingahe ujya ubikoresha iyo wigisha abanyeshuri iri somo?	Every day (buri muni) 2-4 times a week (kabiri-kane mu cyumweru) Once a week (rimwe mu cyumweru) More rarely than once a week (Gacye muni ya rimwe mu cyumweru) Never (Nta na rimwe)
18	12b. If never, why? Niba nta narimwe ni kubera iki?	
19	13. Do you have any comments about L3 materials, training, or school-based mentors? Haba hari igitekerezo cyangwa icyivuzo watanga ku bikoresho bya L3, ku mahugurwa cyangwa kuri gahunda y'aba school based mentor?	
20	Data entered by	
21	Thank you for entering this data!	real monitoring data practice/training data Other
22		

# **L3 Schools Monitoring**

## **Summary Report**



**Quarter 2 FY15**

**EDC-L3**

**Monitoring and Evaluation Department**

**April 2015**

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## List of Acronyms

EDC:	EDUCATION DEVELOPMENT CENTER. INC
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OLPC:	ONE LAPTOP PER CHILD
PTA:	PARENT TEACHER ASSOCIATION
PTC:	PARENT TEACHER COMMITTEE
SBMs:	SCHOOL BASED MENTORS
TLMs:	TEACHING AND LEARNING MATERIALS

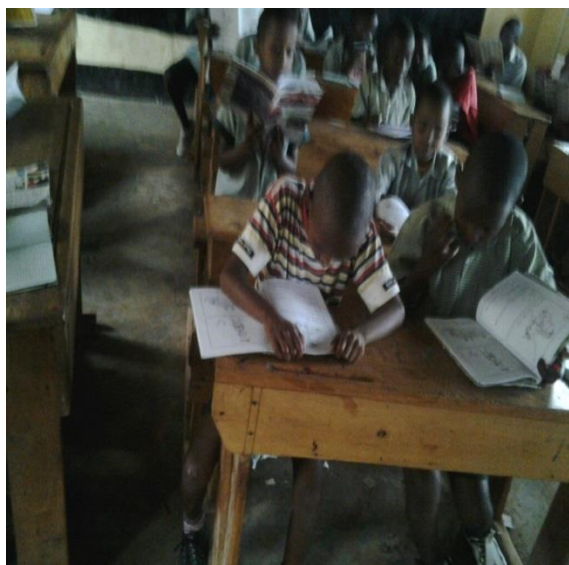


## INTRODUCTION

L3 staff conducted monitoring visits to 53 schools and collected monitoring data in the first term of the school year 2015 and the second year of national implementation of L3 program. The data were collected by L3 provincial coordinator and M&E team. The purpose of school monitoring is to collect data on the implementation of L3 initiative, to inform L3 management team and key stakeholders with up-to-date information about the progress of L3-related activities and be used to adjust and improve L3 delivery.

The data were collected electronically, using tablets with SurveyToGo software in which the school monitoring questionnaire (annex 1) was programmed. This report summarizes the school monitoring results, mainly on the following aspects:

- School PTA/PTC
- Teacher motivation initiatives
- Literacy and equity in education initiatives
- School Based Mentor and teachers training
- Support from other organisation(s)
- Other specific features observed at schools which influence teaching and learning practices



*Students with their daily readers*

The majority of data were collected in southern province (30%), followed by Kigali city with 24%, Eastern province with 21%, North with 17% and West with 9%. Table 1 below shows the distribution of monitored schools per province.

Table 1. Distribution of schools monitored/Province

Province	Schools	% of total
<b>Total</b>	<b>53</b>	<b>100%</b>
East	11	21%
Kigali City	12	23%
North	9	17%
South	16	30%
West	5	9%



*Students reading their readers*

## PTA/PTC INFORMATION

During monitoring visits, head teachers were asked if their schools have functional PTA/PTCs and all of them answered yes. 47.2% of monitored schools have PTA/PTCs action plans, 26.4% of all visited PTAs/PTCs, have undertaken different initiatives to support teacher motivation and 20.8% have undertaken initiatives to support literacy and equity in education. Tables 3 and 4 show the results.

Table 2. PTA/PTC Information

Rubric	Count	Province					Total
		East	Kigali City	North	South	West	
Does the school have a PTA/PTC?	Yes	11	12	9	16	5	53
		20.8%	22.6%	17.0%	30.2%	9.4%	100.0%
Does the PTA/PTC have an action plan?	Yes	1	1	4	15	4	25
		1.9%	1.9%	7.5%	28.3%	7.5%	47.2%
	No	10	11	5	1	1	28
		18.9%	20.8%	9.4%	1.9%	1.9%	52.8%
Has the PTC/PTA undertaken initiative to support teacher motivation?	Yes	1	0	2	9	2	14
		1.9%	.0%	3.8%	17.0%	3.8%	26.4%
	No	10	12	7	7	3	39
		18.9%	22.6%	13.2%	13.2%	5.7%	73.6%
Has the PTC/PTA undertaken initiatives to support literacy and equity in education?	Yes	1	0	1	8	1	11
		1.9%	.0%	1.9%	15.1%	1.9%	20.8%
	No	10	12	8	8	4	42
		18.9%	22.6%	15.1%	15.1%	7.5%	79.2%

Table 3. PTCs' Initiatives

Teacher Motivation Initiatives
<ul style="list-style-type: none"> <li>○ Incentives to best performing teachers</li> <li>○ A performing teacher get frw 20,000</li> <li>○ A functioning teacher 's association (ikimina)</li> <li>○ Award to the best teachers at the end of the year</li> </ul>

<ul style="list-style-type: none"> <li>○ Bonus to teachers (frw 500 per student)</li> <li>○ Incentives for performing teachers each term and the school PTC supports the teacher's association (ikimina)</li> <li>○ Rewarding the most performing teachers, training of teachers, strengthening the teachers association</li> <li>○ The school PTA organizes visits to monitor how learners are performing in class</li> </ul>
<b>Literacy and Equity in Education Initiatives</b>
<ul style="list-style-type: none"> <li>○ Clubs and public speaking activities in primary</li> <li>○ Mobilisation of parents and award to the best learners</li> <li>○ Mobilising parents to help their children to read at home</li> <li>○ Reading competitions organised at sector level</li> <li>○ Rewarding good readers, encouraging girl students to go in reading competitions</li> <li>○ School PTA added a new room for a girl within this school</li> <li>○ Sensitize kids to read</li> </ul>

## SCHOOL-BASED-MENTOR INFORMATION

66% of monitored schools have a school base mentor and 83% of the schools with mentors confirmed that their SBMs organize trainings on the use of L3 materials in the schools. The results are displayed in the table 5 below.

**Table 4. SBM information**

Rubric	Count	C. Province					Total
		East	Kigali City	North	South	West	
Does the School have a Mentor?	Yes	10	6	7	9	3	35
		18.9%	11.3%	13.2%	17.0%	5.7%	66.0%
	No	1	6	2	7	2	18
		1.9%	11.3%	3.8%	13.2%	3.8%	34.0%
Does the Mentor train the teachers/head teachers on the use of L3 materials?	Yes	10	3	6	7	3	29
		28.6%	8.6%	17.1%	20.0%	8.6%	82.9%
	No	0	3	1	2	0	6
		.0%	8.6%	2.9%	5.7%	.0%	17.1%



*SBM training teachers*

## OTHER MONITORING ASPECTS

Asked if the school has a library, results in table 6 below show that 60% of schools said yes, 40% said no. As for the support from other organizations, 45% of monitored schools said yes and 55% said no. The support they get includes teaching and learning materials, teacher training and other support.

**Table 5. Library and other support**

Rubric	Count	C. Province					Total
		East	Kigali City	North	South	West	
Does the school have a library?	Yes	5	11	6	6	4	<b>32</b>
		9.4%	20.8%	11.3%	11.3%	7.5%	<b>60.4%</b>
	No	6	1	3	10	1	<b>21</b>
		11.3%	1.9%	5.7%	18.9%	1.9%	<b>39.6%</b>
Does your school get support from other organisation(s)?	Yes	7	5	6	6	0	<b>24</b>
		13.2%	9.4%	11.3%	11.3%	.0%	<b>45.3%</b>
	No	4	7	3	10	5	<b>29</b>
		7.5%	13.2%	5.7%	18.9%	9.4%	<b>54.7%</b>



*Students busy reading*

During monitoring visits, other specific questions were asked to schools head teachers and results from 27 schools showed that 89% of interviewed head teachers monitor the reading progress of students in the school, 67% of the schools have a nursery school and 19% of the schools have a community library or a place in the community where students can borrow books to read. It was also observed that 26% of the schools had print materials posted around the schools compound for students to read and 30% of the schools had posters, signs and other information posted in their communities for students and parents to read. Table 7 shows the results.

**Table 6. Other aspects affecting TL practices**

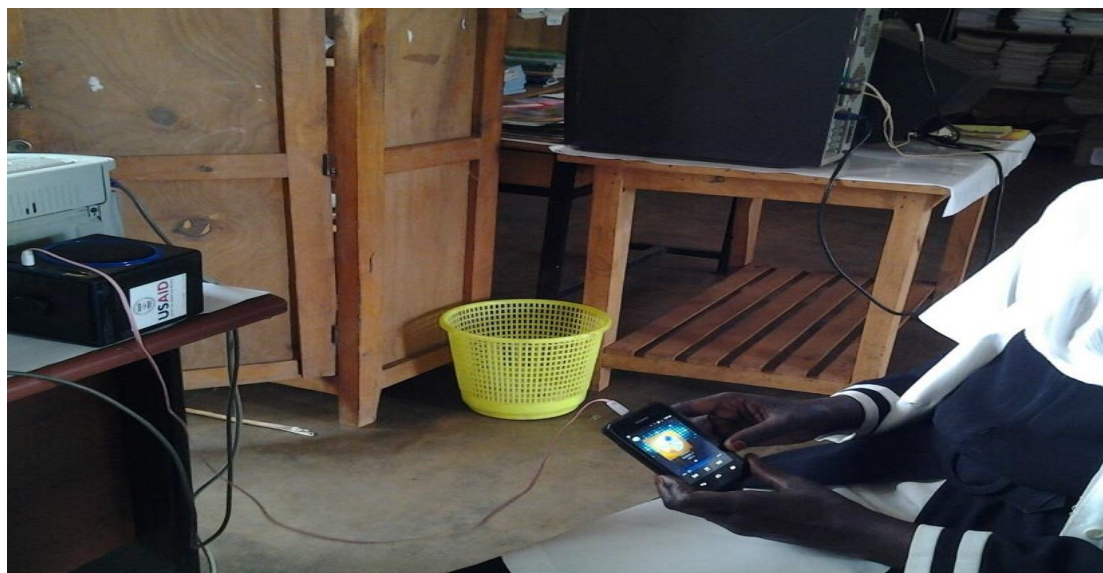
Rubric	Count	Province				Total
		East	Kigali City	North	South	
Do you monitor the reading progress of students in the school?	Yes	4 14.8%	1 3.7%	5 18.5%	14 51.9%	24 88.9%
	No	0 .0%	1 3.7%	0 .0%	2 7.4%	3 11.1%
Are there print materials such as posters, small sign post or notice	Yes	2 7.4%	0 .0%	1 3.7%	4 14.8%	7 25.9%



boards posted around the school compound for students to read?	No	2 7.4%	2 7.4%	4 14.8%	12 44.4%	20 74.1%
Is there a nursery school attached to the school?	Yes	3 11.1%	0 .0%	5 18.5%	10 37.0%	18 66.7%
	No	1 3.7%	2 7.4%	0 .0%	6 22.2%	9 33.3%
Is there a community library or place in the community where students can borrow books to read?	Yes	0 .0%	0 .0%	2 7.4%	3 11.1%	5 18.5%
	No	4 14.8%	2 7.4%	3 11.1%	13 48.1%	22 81.5%
Are there posters, signs or other information posted in the community for students and parents to read?	Yes	0 .0%	1 3.7%	2 7.4%	5 18.5%	8 29.6%
	No	4 14.8%	1 3.7%	3 11.1%	11 40.7%	19 70.4%

## OTHER FEATURES INFLUENCING TEACHING AND LEARNING PRACTICES

Other specific features which influence teaching and learning practices observed at schools are summarized in the table 8 below.





*A teacher collecting daily readers for afternoon shift*

**Table 7. Other features observed**

<ul style="list-style-type: none"> <li>○ Head teachers and teachers are willing to use L3 materials but the SBM doesn't provide enough support for them to implement L3 program efficiently. The head teacher is very organized; the kids are very excited to learn through phones and games. They like the read aloud stories very much. <b>GS Musave (Gasabo)</b></li> <li>○ The head teacher of this school is very organized. The school does not have a mentor but the teacher seems to know how to teach using L3 materials. The head teacher always calls when she has a problem and she is always ready to replace/repair any damaged material. <b>EP Munini (Gasabo)</b></li> <li>○ The head teacher urged that lower primary has a big number of students making difficult to follow well audio lessons. P1 and P2 readers were not returned all by the students. All the children were not provided with readers for fear to lose all the books. <b>GS Masoro (Rulindo)</b></li> <li>○ Children are not allowed to go home with readers, they leave them at school. P3 readers were distributed to some students only. Others did not get the books, the school got enough readers. A teacher from another school in the area kept L3 phone and was using it in this school where she was affected. <b>GS Mugambazi (Rulindo)</b></li> <li>○ Teachers have never been exposed to video modules and the SBM did not get the videos. Students' readers were not provided to all students. <b>GS kigeyo (Burera)</b></li> <li>○ Teachers are not supported via module videos as the projector was stolen. The SBM is very active and supports well the teachers, various teaching materials posted on the wall were found in the teachers' room. <b>EP Shengampuri (Rulindo)</b></li> <li>○ The mentor does not train teachers on kinyarwanda and math. P1 students are not allowed to bring readers home. <b>GS jean de la mennais kirambo (Burera)</b></li> </ul>



- School feeding program (polidge for students) and OLPC (one laptop per child) program (350 laptops in place). One phone is not functioning. Some P1 and P2 readers were not returned back to school in 2014 by students. No Read aloud for P1 Kinyarwanda. **GS st Paul Kibeho (Nyaruguru)**
- One cup of milk per child is provided twice a week and OLPC program (330 laptops). **EP Bishyiga (Nyamagabe)**
- OLPC (580 laptops), reading books are provided for students (comics). **EP Mbuga (Nyamagabe)**
- Materials well distributed to students. Term 1 readers are not enough (only 60 copies available). The school has two sites, making it difficult to follow up the use of L3 materials by the school management, **GS Cyahinda (Nyaruguru)**
- P1 students' readers were not distributed to all students, only older kids in the class got the chance to get readers. **EP shyanda (Gisagara)**
- The school is nearby secondary schools, church and health center. **EP Kansi A (Gisagara)**
- The school has electricity. **GS Nyarusange (Rwamagana)**
- The school has a nice compound, near the main road and has electricity. **GS Kitazigurwa (Rwamagana)**
- The school needs to explore all L3 materials received. **SAVE A (Gisagara)**
- The school is well maintained. **G.S Mwoya (Nyaruguru)**
- The school is located near other education institutions such as TTC SAVE, various secondary schools, Catholic Parish and Catholic University of Rwanda. This positively influences the students' performance as they allow getting additional resources for children to read and also contribute to the teachers' professional development. **Save B (Gisagara)**
- The school infrastructures are new and well maintained. The School Based Mentor is supporting the school and actively assists teachers in teaching practices. The school is located in poor community where members are not involved in education of their children as testified by School leadership. **Nyarushishi (Nyaruguru)**

## SUMMARY

All 53 schools monitored have functional PTAs/PTCs, but half of them do not have action plans. Only 26% and 21% have undertaken initiatives to support teacher motivation and literacy and equity in education respectively, by providing incentives to performing teachers, organising reading competitions and mobilizing parents. 66% of the visited schools have an SBM, 60% of the schools have a library. 24 head teachers affirmed monitoring reading progress of the students in the school,

7 schools have print materials in the school compound, 18 schools have a nursery school and 5 schools have a community library.

The school monitoring results will be used by L3 management team and shared with key stakeholders to inform them on the progress of implementation of L3 program in schools. The data collected will also be crosschecked with the materials distribution reports, reports provided by SBMs through DataWinners SMS reporting system on the schools they support and other reports submitted L3 partners to verify the reported figures/information.

## Annex 1. L3-School Form 2015

Question ID	Question	Answer
1	a. L3 staff/observer's name Izina ry'Umukozi wa L3	Albert Chantal Claude Clovis Dieudonne Francoise Robert Placide Other
2	b. Date of monitoring visit Itariki y'isuzuma	
3	c. Province	East Kigali City North South West
4	d. School District	Bugesera Burera Gakenke Gasabo Gatsibo Gicumbi Gisagara Huye Kamonyi Karongi Kayonza Kicukiro Kirehe Muhanga

		Musanze Ngoma Ngororero Nyabihu Nyagatare Nyamagabe Nyamasheke Nyanza Nyarugenge Nyaruguru Rubavu Ruhango Rulindo Rusizi Rutsiro Rwamagana
5	e. School name	BIRINGAGA in Southern BUKOMERO in Southern BWERANKOLI in Kigali CYAMATARE in Western CYIBUMBA in Northern CYIVUGIZA in Kigali GAKOMEYE in Eastern GASASA in Southern GASEKE in Eastern GASEKE in Northern GASHIKIRI in Southern GASHWATI in Southern GASURA in Western GATABA in Western GATARE in Southern GATOVU in Western GIHANDE in Northern

		GITAMBI in Western GITUZA in Southern KABARONDO A in Eastern KABEZA GS in Eastern KANYINYA GS in Kigali KAREBA in Western KATABAGEMU GS in Eastern KAVUMU MUSL. in Southern KIBAYA in Eastern KIMIRONKO II in Kigali KIMISANGE in Kigali KIRAMURUZI in Eastern KIRUHURA in Northern KIRWA CATHOLIQUE in Southern KITAZIGURWA GS in Eastern MPARA in Western MUHAMBARA in Southern MUHEMBE in Southern MUSHONGI in Southern MUSHUBATI in Western MUTURA in Western MWENDO (M) in Southern NEMBA I in Northern NKAMA in Western NTURA CATHOLIQUE in Western NYABIGOMA A in Western NYAKABUYE in Southern NYAKARAMBI in Eastern NYAMIYAGA in Eastern NYAMUGALI in Eastern NYANZA in Northern NYARUBUYE CATH. in Eastern NYARUBUYE in Northern
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		NYARUHENGURI in Southern RUGOMA GS in Eastern RUKAMBURA in Southern RWANKUBA in Kigali RWINTARE in Western RWISIRABO GS in Eastern SHENGAMPURI in Northern SHINGIRO GS in Northern SHYORONGI GS in Northern UMUCYO in Western Other (specify)
6	f. Name of Head Teacher	
7	g. Phone No	
8	1.1 Did the school receive from L3 the following (indicate quantity of each): Ishuri muyobora ryabonye ibitabo bivuye muri L3 ( Andika umubare ):	
	<i>P1 Kinyarwanda guide (Imfashanyigisho Kinyarwanda P1)</i>	
	<i>P1 Kinyarwanda Read aloud (Igitabo cy'inkuru P1 Kinyarwanda)</i>	
	<i>P1 English guide (Imfashanyigisho P1 icyongereza)</i>	
	<i>P1 Math guide (Imfashanyigisho P1 Imibare)</i>	
	<i>Term 1 P1 Kinyarwanda Reader (Igitabo cy'umunyeshuri P1 Kinyarwanda)</i>	
	<i>Term 2 P1 Kinyarwanda Reader (Igitabo cy'umunyeshuri P1 Kinyarwanda)</i>	
	<i>Term 3 P1 Kinyarwanda Reader (Igitabo cy'umunyeshuri P1 Kinyarwanda)</i>	
	<i>P1 English reader (Igitabo cy'umunyeshuri P1 icyongereza)</i>	

9	1.1 Did the school receive from L3 the following (indicate quantity of each): Ishuri muyobora ryabonye ibitabo bivuye muri L3 ( Andika umubare ):	
	<i>P2 Kinyarwanda guide (Imfashanyigisho Kinyarwanda P2)</i>	
	<i>P2 Kinyarwanda Read aloud (Igitabo cy'inkuru P2 Kinyarwanda)</i>	
	<i>P2 English guide (Imfashanyigisho P2 icyongereza)</i>	
	<i>P2 Math guide (Imfashanyigisho P2 Imibare)</i>	
	<i>Term 1 P2 Kinyarwanda Reader (Igitabo cy'umunyeshuri P2 Kinyarwanda)</i>	
	<i>Term 2 P2 Kinyarwanda Reader (Igitabo cy'umunyeshuri P2 Kinyarwanda)</i>	
	<i>Term 3 P2 Kinyarwanda Reader (Igitabo cy'umunyeshuri P2 Kinyarwanda)</i>	
	<i>Term 1 P2 English reader (Igitabo cy'umunyeshuri P2 icyongereza)</i>	
	<i>Term 2 P2 English reader (Igitabo cy'umunyeshuri P2 icyongereza)</i>	
	<i>Term 3 P2 English reader (Igitabo cy'umunyeshuri P2 icyongereza)</i>	
10	1.1 Did the school receive from L3 the following (indicate quantity of each): Ishuri muyobora ryabonye ibitabo bivuye muri L3 ( Andika umubare ):	
	<i>P3 Kinyarwanda guide (Imfashanyigisho Kinyarwanda P3)</i>	
	<i>P3 Kinyarwanda Read aloud (Igitabo cy'inkuru P3 Kinyarwanda)</i>	
	<i>P3 English guide (Imfashanyigisho P3 icyongereza)</i>	

	<i>P3 English Read Aloud (Igitabo cy'inkuru P3 English)</i>	
	<i>P3 Math Guide</i>	
	<i>P3 Kinyo Daily Reader</i>	
	<i>P3 English Daily Reader</i>	
11	1.1 Did the school receive from L3 the following (indicate quantity of each): Ishuri muyobora ryabonye ibitabo bivuye muri L3 ( Andika umubare ):	
	<i>Solar Panel (Icyuma gitanga amashanyarazi)</i>	
	<i>Cellphones (telefone)</i>	
	<i>Speakers (indangururamajwi)</i>	
	<i>SD cards (memori kadi)</i>	
12	2.1 Does the school have a PTA/PTC? Mwabamugira PTA/PTC ikora?	Yes (Yego) No (Oya)
13	2.2 Has the PTA been trained by Concern Worldwide? Niba ihari yaba yarahuguwe na Concern Worldwide?	Yes (Yego) No (Oya)
14	2.3 How many PTA/PTC members attended the training? Ni bangahe bitabiriye amahugurwa?	Don't know
15	2.4 Did the PTC members (who attended the training facilitated by Concern) train other PTA/PTC members? Abitabiriye amahugurwa (yateguwe na Concern Worldwide) bahuguye abandi bagize PTA/PTC?	Yes (Yego) No (Oya)
16	2.5 Does the PTA/PTC have an action plan? PTA/PTC ifite iteganyabikorwa?	Yes (Yego) No (Oya)
17	2.6 Has the PTC/PTA undertaken initiatives to support teacher motivation; literacy and equity in education? PTA/PTC yaba yaratangiye gahunda zafasha mwarimu gukora umurimo we awishimiye?	Yes (Please specify how) (Yego(Niba zihari, zivuge)) No (Oya)
18	2.7 Has the PTC/PTA undertaken initiatives to support literacy and	Yes (Please specify how) (Yego (niba zihari, zivuge))



	equity in education? PTA/PTC yaba yaratangije gahunda ziteza imbere umuco wo gusoma, ubudasumbana no guha abana bese amahirwe angina?	No (Oya)
19	3.1 Does the School have a Mentor? Mufite mentor?	Yes (Yego) No (Oya)
20	3.2 Does the Mentor train the teachers/head teachers on the use of L3 materials? Mentor ajya ahugura abarimu/Umuyobozi?	Yes (Yego) No (Oya)
21	3.3 How many P3 math, English and Kinyarwanda teachers were trained this month by the school-based mentor? Ni abarimu bangahe bigisha imibare, ikinyarwanda, icyongereza bo muri P3 bahuguwe na Mentor muri uku kwezi?	
	<i>Number of male teachers (Umubare w' Abagabo)</i>	
	<i>Number of female teachers (Umubare w' Abagore)</i>	
22	4.1 P1 Enrollment	
	<i>Male Students (Abanyeshuri gabo)</i>	
	<i>Female Students (Abanyeshuri gore)</i>	
	<i>Male Repeaters (Abasibire gabo)</i>	
	<i>Female Repeaters (Abasibire gore)</i>	
	<i>Drop out male students in this year (Abaretse ishuri gabo)</i>	
	<i>Drop out female students in this year (Abaretse ishuri gore)</i>	
	<i>No of Classrooms (Umubare w'ibyumba by'amashuri)</i>	
	<i>Shift (1=Single; 2=Double) (Isimburana)</i>	
23	4.2 P2 Enrollment	
	<i>Male Students (Abanyeshuri gabo)</i>	
	<i>Female Students (Abanyeshuri gore)</i>	

	<i>Male Repeaters (Abasibire gabo)</i>	
	<i>Female Repeaters (Abasibire gore)</i>	
	<i>Drop out male students in this year (Abaretse ishuri gabo)</i>	
	<i>Drop out female students in this year (Abaretse ishuri gore)</i>	
	<i>No of Classrooms (Umubare w'ibyumba by'amashuri)</i>	
	<i>Shift (1=Single; 2=Double) (Isimburana)</i>	
24	4.3 P3 Enrollment	
	<i>Male Students (Abanyeshuri gabo)</i>	
	<i>Female Students (Abanyeshuri gore)</i>	
	<i>Male Repeaters (Abasibire gabo)</i>	
	<i>Female Repeaters (Abasibire gore)</i>	
	<i>Drop out male students in this year (Abaretse ishuri gabo)</i>	
	<i>Drop out female students in this year (Abaretse ishuri gore)</i>	
	<i>No of Classrooms (Umubare w'ibyumba by'amashuri)</i>	
	<i>Shift (1=Single; 2=Double) (Isimburana)</i>	
25	4.4 P4 Enrollment	
	<i>Male Students (Abanyeshuri gabo)</i>	
	<i>Female Students (Abanyeshuri gore)</i>	
	<i>Male Repeaters (Abasibire gabo)</i>	
	<i>Female Repeaters (Abasibire gore)</i>	
	<i>Drop out male students in this year (Abaretse ishuri gabo)</i>	
	<i>Drop out female students in this year (Abaretse ishuri gore)</i>	
	<i>No of Classrooms (Umubare w'ibyumba by'amashuri)</i>	
	<i>Shift (1=Single; 2=Double) (Isimburana)</i>	

26	5.1 Number of Male Teachers Umubare w'abarimu gabo	
	<i>Kinya P1</i>	
	<i>Math P1</i>	
	<i>English P1</i>	
	<i>Total number of P1 male teachers* (Umubare w'abarimu bigisha P1)</i>	
	<i>Kinya P2</i>	
	<i>Math P2</i>	
	<i>English P2</i>	
	<i>Total number of P2 male teachers* (Umubare w'abarimu bigisha muri P2)</i>	
	<i>Kinya P3</i>	
	<i>Math P3</i>	
	<i>English P3</i>	
	<i>Total number of P3 male teachers* (Umubare w'abarimu bigisha muri P3)</i>	
	<i>TOTAL NUMBER OF P1-P3 male teachers** (Igiteranyo cya P1 –P3)</i>	
27	5.1 Number of Female Teachers Umubare w'abarimu gore	
	<i>Kinya P1</i>	
	<i>Math P1</i>	
	<i>English P1</i>	
	<i>Total number of P1 female teachers* (Umubare w'abarimu bigisha P1)</i>	
	<i>Kinya P2</i>	
	<i>Math P2</i>	
	<i>English P2</i>	
	<i>Total number of P2 female teachers* (Umubare w'abarimu bigisha muri P2)</i>	
	<i>Kinya P3</i>	

	<i>Math P3</i>	
	<i>English P3</i>	
	<i>Total number of P3 female teachers* (Umubare w'abarimu bigisha muri P3)</i>	
	<i>TOTAL NUMBER OF P1-P3 female teachers** (Igiteranyo cya P1 –P3)</i>	
28	Name(s) of P1 teacher(s)	
29	Name(s) of P2 teacher(s)	
30	Name(s) of P3 teacher(s)	
31	6.1 Does the school have a library? (Ishuri ryanyu rifite isomero?)	Yes (Yego) No (Oya)
32	6.2 Does your school get support from other organisation(s)? Ishuri ryanyu rihabwa inkunga nindi Miryango	Yes (Yego) No (Oya)
33	6.3 If yes, specify: Inkunga mu biki	Teaching and learning materials Teacher training Other
34	Please take a photo at the school you are visiting. The photo can be of a classroom, of students, or of the school building.	
35		real data training/practice data Other

## Annex 5: Data Quality Assessment Reports

<b>DQA Checklist</b>			
<b>Date(s) of Assessment:</b> 03/26/ 2015			
<b>Intermediate Result:</b> Improved quality of teaching			
<b>Indicator: 3.2.2-33:</b> Number of USG-supported tertiary education programs that include experiential and/or applied learning opportunities (Output)			
<b>Type of indicator:</b> __ Standard f-indicator __ Custom indicator __ Other (explain)_____			
<b>Period for Which the Data Are Being Reported:</b> Annually			
<b>Data Quality Assessment methodology:</b>  Prior to the Data Quality Assessment, L3 M&E team organized field visit to TTCs to discuss with Principals the supported rendered by VSO Literacy and Numeracy Advisors to TTCs. The DQA process entailed discussion with VSO L3 staff on the documentation of relevant data on TTCs supported. The discussions were guided by EDC Internal Data Quality Assessment Guide for IDD projects tailored and focusing on USAID five data quality criteria including Validity, Reliability, Timelines, Integrity and Precision.			
<b>Assessment Team Members:</b> BUGINGO K. Dieudonné and Placide SIMBIZI (EDC) Silas UDAHEMUKA and Charles MUNYANEZA ( VSO)			
DATA ACQUISITION (from PMP)			
<b>Measurement Tool:</b> Number of Institutions supported by VSO LNA Volunteers			
<b>Data collection method:</b> Review of signed agreement and deployment records			
<b>Data Source:</b> VSO LNA volunteers deployment records			
DATA REVIEW			
	Target	Actual	Reasons for difference
Expected Targets/Actual for the Quarter	11	11	n/a

DATA QUALITY REVIEW			
	yes +	no 0	BRIEF COMMENTS
<b>VALIDITY:</b> Data should clearly and adequately represent the intended result.			
1. Is there a clear data collection tool (s) in place for this indicator?	<b>X</b>		There are MoU signed with College of Education, and Placement Contracts signed TTCs and VSO LNA Volunteers.
2. Has the tool(s) been piloted?			n/a
3. Are the people collecting data qualified/ trained and properly supervised?			n/a
4. Were tools/instructions understood by those collecting and recording data?			n/a
5. Were definitions in the PIRS followed?	<b>X</b>		The data for the indicator are collected as stipulated in PIRS
6. Were known (documented) data collection problems appropriately assessed?			n/a
7. If raw data are subject to computation/ compilation, are the formulas written down and consistently applied?			n/a
8. Are steps taken to correct known (documented) data errors?			n/a
9. Are data quality problems clearly described in quarterly and final reports?			n/a
10. Does the information collected measure what it is supposed to measure	<b>X</b>		The system in place reflects the TTCs supported.
11. Do results collected fall within a plausible range	<b>X</b>		The targets sets for the indicator are set referring to 0 to 13 TTCs reflecting the number of existing TTCs in Rwanda.
12. Is there reasonable assurance that the data collection methods being used do not produce systematically biased data (e.g. consistently over- or under-counting)?	<b>X</b>		The terms and conditions in agreement signed are clearly defined to describe the support given to TTCs

DATA QUALITY REVIEW			
	yes +	no 0	BRIEF COMMENTS
			by Literacy and Numeracy advisors.
<b>RELIABILITY:</b> Data should reflect stable and consistent data collection processes and analysis methods over time.			
13. Is a consistent data collection process used from quarter to quarter, location to location, data source to data source?	X		There are harmonized partnership agreements between TTC and VSO these agreements conditions are applied in all TTCs supported.
14. Are data collection and analysis methods documented in writing and being used to ensure the same procedures are followed each time?	X		The partnership agreements are documented and owned by both parties.
15. Are there procedures in place for <u>periodic review</u> of data collection, maintenance and processing?	X		The procedures in place are periodically reviewed as VSO hold annual Partnership Review with TTC representatives in which VSO performance is discussed.
16. Are data collection, cleaning, analysis, reporting and quality assessment procedures documented in writing?			n/a
<b>TIMELINESS:</b> Data should be available at a useful frequency, should be current, and should be timely enough to influence management decision-making.			
17. Is data collected regularly and timely according to the PMP and M&E plans?	X		The targets and actual result for the indicator are established and collected in reference to the M&E plan.
18. Is data properly stored and readily available within 90 days from collection?	X		The data are timely available.
19. Are data available frequently enough to inform program management decisions?	X		The data collected for the indicator are used for decision making and

DATA QUALITY REVIEW			
	yes +	no 0	BRIEF COMMENTS
			referred to in recruitment and placement of VSO LNA volunteers.
<b>PRECISION:</b> Data have a sufficient level of detail to permit management decision making; e.g. the margin of error is less than the anticipated change.			
20. Is there a method for detecting duplicate data?			n/a
21. Is there a method for detecting missing data?			n/a
22. Is the data collected for all the required disaggregated (i.e. gender, grade, region, etc.)?	<b>X</b>		Data collected for this indicator are disaggregated by Province
<b>INTEGRITY:</b> Data collected should have safeguards to minimize the risk of transcription error or data manipulation.			
23. Are there proper safeguards in place to prevent unauthorized changes to the data?	<b>X</b>		The agreement contracts between are kept by both parties VSO and TTCs and also by University of Rwanda – College of Education responsible for overall coordination of TTCs.
24. Are mechanisms in place to prevent corruption of the data for personal, political, or professional interests?	<b>X</b>		The mechanisms are reflected in contracts agreement signed by VSO and TTCs supported.
25. Are mechanisms in place to prevent unauthorized changes to the data?	<b>X</b>		As above
26. Is there independence in key data collection, management, and assessment procedures?			n/a
<b>COMPLETENESS</b>			
27. Are there checks in place to make sure all intended participants or relevant units are represented in the data collect? (i.e. all training participants filled out post-training surveys)			n/a
Significance of limitations (if any):	There are no limitations so far observed with this indicators		



DATA QUALITY REVIEW			
	yes +	no 0	BRIEF COMMENTS
actual are not meeting the target for that timeframe?			placement where volunteer's jobs are advertised early enough and VSO LNA volunteers are identified to support TTCs, this allows reaching the targets set for the indicator.
IF NO DATA WERE AVAILABLE		COMMENTS	
29. If no recent relevant data are available for this indicator, why not?	n/a		
30. What concrete actions are now being undertaken to collect and report these data as soon as possible?	n/a		
31. When will data be reported?	In Quarter 4		
SUMMARY		COMMENTS	
Based on the assessment relative to the five standards, what is the overall conclusion regarding the quality of the data? (poor, fair, good, excellent)	Excellent		
Significance of limitations (if any):	There are no limitations so far observed with this indicators		
Actions needed to address limitations:	n/a		

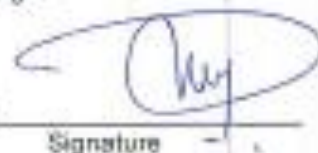
I certify that the above information is correct to the best of my knowledge.

BUGINGO KAMANA Dieudonné  
Team Leader Name

Date

04/29/2015

Signature



<b>DQA Checklist</b>			
<b>Date(s) of Assessment:</b> 03/26/ 2015			
<b>Intermediate Result:</b> Improved quality of teaching			
<b>Indicator:</b> <b>3.2.2-42</b> Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs (Output)			
<b>Type of indicator:</b> <input type="checkbox"/> Standard f-indicator <input type="checkbox"/> Custom indicator <input type="checkbox"/> Other (explain) _____			
<b>Period for Which the Data Are Being Reported:</b> Quarterly			
<b>Data Quality Assessment methodology:</b> In addition to the field visit organized to TTCs to check whether tutors have been trained, the DQA was organized in form of a meeting between the VSO Project Staff and L3 M&E staff composing the assessment team. The discussion were guided by EDC Internal Data Quality Assessment Guide for IDD projects tailored and focusing on USAID five data quality criteria including Validity, Reliability, Timelines, Integrity and Precision. Both parties provided immediate feedback on the quality of data and additional feedback are documented in DQA report to which VSO will provide responses before the approval of DQA report.			
<b>Assessment Team Members:</b> BUGINGO K. Dieudonné and Placide SIMBIZI (EDC/ L3) Silas UDAHEMUKA and Charles MUNYANEZA ( VSO)			
DATA ACQUISITION (from PMP)			
<b>Measurement Tool:</b> 16 hours of training or other support delivered by VSO LNA Volunteers to TTC tutors			
<b>Data collection method:</b> Data are collected through compilation of training attendance			
<b>Data Source:</b> VSO Database for L3 Project			
DATA REVIEW			
	Target	Actual	Reasons for difference
<b>Expected Targets/Actual for the Quarter</b>	110	65	The tutors are continuously being trained, the annual target will be reached

DATA QUALITY REVIEW			
	yes +	no 0	BRIEF COMMENTS
<b>VALIDITY:</b> Data should clearly and adequately represent the intended result.			
28. Is there a clear data collection tool (s) in place for this indicator?	<b>X</b>		Attendances logs are used for registering participants attending training organized by VSO Literacy and Numeracy Advisors (LNA) assigned to TTCs. In addition, VSO has an online system (Information Management Platform for Action Change and Transformation – IMPACT) which helps to record training participants.
29. Has the tool(s) been piloted?	<b>X</b>		The online system has been tested and the attendance logs have been improved to capture all relevant training information.
30. Are the people collecting data qualified/ trained and properly supervised?	<b>X</b>		All VSO L volunteers are trained on how to use the online system and on protocols on recording training participants.
31. Were tools/instructions understood by those collecting and recording data?	<b>X</b>		VSO LNA Volunteers are conversant with the existing tools and online system designed for recording training participants
32. Were definitions in the PIRS followed?	<b>X</b>		The data for the indicator are collected as stipulated in PIRS
33. Were known (documented) data collection problems appropriately assessed?	<b>X</b>		The existing tools and system are regularly checked for improvement

DATA QUALITY REVIEW			
	yes +	no 0	BRIEF COMMENTS
34. If raw data are subject to computation/ compilation, are the formulas written down and consistently applied?	<b>X</b>		The online system automatically analyzes the data reported by highlighting disaggregation
35. Are steps taken to correct known (documented) data errors?			n/a
36. Are data quality problems clearly described in quarterly and final reports?	<b>X</b>		The data collected are reported on quarterly basis.
37. Does the information collected measure what it is supposed to measure	<b>X</b>		The data collected reflect the TTCs staff trained and supported.
38. Do results collected fall within a plausible range	<b>X</b>		The targets sets for the indicators are based on number of TTCs staff serving in TTCs
39. Is there reasonable assurance that the data collection methods being used do not produce systematically biased data (e.g. consistently over- or under-counting)?		<b>X</b>	<p>The online system cannot allow detecting the double counting and generating a synthesis of the training participants and areas covered in the training. For this, TTC tutor may attend similar training.</p> <p><b>VSO response:</b></p> <p>In the online system, there are columns for “existing” and column for “new” participants for VSO support. In that way, the system prevents double counting. The recognized weakness is for the system to automatically detect a participant who has ever benefited from the support before; reason being that</p>

DATA QUALITY REVIEW			
	yes +	no 0	BRIEF COMMENTS
			names or IDs of participants are not captured in the system. VSO will discuss with system developers to address the weakness. However, there is no reason for alarm because the system provides way to avoid double counting as aforesaid.
<b>RELIABILITY:</b> Data should reflect stable and consistent data collection processes and analysis methods over time.			
40. Is a consistent data collection process used from quarter to quarter, location to location, data source to data source?	<b>X</b>		The same mechanism of online system and attendance log are used in all TTCs where training activities are carried out by VSO LNAs
41. Are data collection and analysis methods documented in writing and being used to ensure the same procedures are followed each time?	<b>X</b>		Data protocols are well defined in the manual of VSO's Partnership Management and Learning Tool (PMLT).
42. Are there procedures in place for <u>periodic review</u> of data collection, maintenance and processing?	<b>X</b>		<p>As above, the procedures manual are not documented though data collection protocols are regular discussed with LNA volunteers.</p> <p>Annual country review is conducted to confirm the data reported. It is conducted in march. The framework of sharing results with L3 should be initiated as the review findings may impact the data reported.</p>

DATA QUALITY REVIEW			
	yes +	no 0	BRIEF COMMENTS
43. Are data collection, cleaning, analysis, reporting and quality assessment procedures documented in writing?		<b>X</b>	General Procedures documentation not in place. <b>VSO response:</b> Detailed data collection, cleaning, analysis, reporting and quality assessment procedures are well documented when there is extensive data collection exercise for the purpose of evaluation. In the routine monthly / quarterly reports, VSO reports as per the templates provided by EDC.
<b>TIMELINESS:</b> Data should be available at a useful frequency, should be current, and should be timely enough to influence management decision making.			
44. Is data collected regularly and timely according to the PMP and M&E plans?	<b>X</b>		The data for this indicator are collected in monthly basis by VSO LNA and are reported on quarterly basis in reference to the PMP
45. Is data properly stored and readily available within 90 days from collection?	<b>X</b>		The data are available on quarterly basis.
46. Are data available frequently enough to inform program management decisions?	<b>X</b>		The data collected for the indicator are reported as L3 Initiative's performance and internally, data collected are discussed with stakeholders in annual partnership review to discuss VSO annual performance.
<b>PRECISION:</b> Data have a sufficient level of detail to permit management decision making; e.g. the margin of error is less than the anticipated change.			
47. Is there a method for detecting duplicate data?		<b>X</b>	The online system does not allow tracking the duplicates in data entered on training participants.

DATA QUALITY REVIEW			
	yes +	no 0	BRIEF COMMENTS
			Only the aggregate number of participants is entered in the system. Participants' Names and contacts are not recorded, making impossible the detection of duplicates.
48. Is there a method for detecting missing data?	<b>X</b>		Triangulating attendance lists and data reported by volunteers ensures that any missing data on participants is detected.
49. Is the data collected for all the required disaggregated (i.e. gender, grade, region, etc.)?	<b>X</b>		Data collected are disaggregated by gender and by TTC.
<b>INTEGRITY:</b> Data collected should have safeguards to minimize the risk of transcription error or data manipulation.			
50. Are there proper safeguards in place to prevent unauthorized changes to the data?	<b>X</b>		The online system is protected and different levels of accessibility are given to staff to enter, edit and approve the data submitted.  The hard copies for attendance list are with finance documents.
51. Are mechanisms in place to prevent corruption of the data for personal, political, or professional interests?	<b>X</b>		The online system is protected to maintain the integrity of data
52. Are mechanisms in place to prevent unauthorized changes to the data?	<b>X</b>		As above.
53. Is there independence in key data collection, management, and assessment procedures?	<b>X</b>		LNA volunteers are allowed to enter the data on training activities held reflecting their performance.
<b>COMPLETENESS</b>			

DATA QUALITY REVIEW			
	yes +	no 0	BRIEF COMMENTS
54. Are there checks in place to make sure all intended participants or relevant units are represented in the data collect? (i.e. all training participants filled out post-training surveys)	X		VSO Project staff randomly call the trained tutors to check the
55. Are there plans in place for if the indicator’s actual are not meeting the target for that timeframe?	X		Periodic review are organized with VSO LNA Volunteers to discuss their performance in terms of training of TTCs. Plans in place to replace resigning/leaving volunteers.
IF NO DATA WERE AVAILABLE		COMMENTS	
56. If no recent relevant data are available for this indicator, why not?	n/a		
57. What concrete actions are now being undertaken to collect and report these data as soon as possible?	n/a		
58. When will data be reported?	n/a		
SUMMARY		COMMENTS	
Based on the assessment relative to the five standards, what is the overall conclusion regarding the quality of the data? ( <i>poor, fair, good, excellent</i> )	Good		
Significance of limitations (if any):	With the current online system, there might be issues of duplicated data on the TTC tutors trained.		



DATA QUALITY REVIEW			
	yes +	no 0	BRIEF COMMENTS
Actions needed to address limitations:			<p>There is a need to improve the online system to the extent it can track duplicates and capture all details on training participants and areas covered in the training/content and training hours.</p> <p>An identifier for participants should be used to avoid duplicates (ID number or phone number).</p> <p>There is a need to ensure that data collection, management and analysis protocols are documented in a general procedures manual in order to serve as reference and ensure that such guidelines are applied over the time.</p>

I certify that the above information is correct to the best of my knowledge.

Bugingo Dieudonne

Team Leader Name

04/29/2015

Date



Signature

<b>DQA Checklist</b>			
<b>Date(s) of Assessment:</b> 30/3/2015			
<b>Intermediate Result:</b>			
<b>Indicator:</b> 3.2.1.18. <i>Number of PTAs or similar 'school' governance structures supported (Output)</i>			
<b>Type of indicator:</b> +_Standard f-indicator ___Custom indicator ___Other(explain)_____			
<b>Period for Which the Data Are Being Reported:</b>			
<b>Data Quality Assessment methodology:</b> The DQA was conducted between Concern staff and the assessment team whose composition is mentioned below. The discussions were guided by the internal DQA guide for partners of EDC projects, focusing on five data quality criteria including Validity, Reliability, Timelines, Integrity and Precision. The M&E team provided immediate feedback during the discussions and a draft DQA report was produced and shared with CWR staff to add additional feedback and the final report was produced.			
<b>Assessment Team Members:</b> Placide SIMBIZI & KABANDA Clovis (EDC/L3 M&E) Nathalie AZIZA & Thacienne (CONCERN)			
<b>DATA ACQUISITION (from PMP)</b>			
<b>Measurement Tool:</b> 16 hours of training or other support by CWR			
<b>Data collection method:</b> Attendance forms			
<b>Data Source:</b> Attendance records from partner			
<b>DATA REVIEW</b>			
	<b>Target</b>	<b>Actual</b>	<b>Reasons for difference</b>
Expected Targets/Actual for the Quarter	250		Annual target

DATA QUALITY REVIEW			
	yes +	no 0	BRIEF COMMENTS
<b>VALIDITY:</b> Data should clearly and adequately represent the intended result.			
59. Is there a clear data collection tool (s) in place for this indicator?	+		A clear attendance form is used by CWR
60. Has the tool(s) been piloted?		0	No pilot information about the tool was available.
61. Are the people collecting data qualified/ trained and properly supervised?	+		Each training activity is supervised by trained CWR staff who collects the data
62. Were tools/instructions understood by those collecting and recording data?	+		Education officers are trained in recording data
63. Were definitions in the PIRS followed?	+		Data collected are in line with the definition provided by the Performance Indicator reference Sheet
64. Were known (documented) data collection problems appropriately assessed?	+		CWR internally verifies the data reported
65. If raw data are subject to computation/ compilation, are the formulas written down and consistently applied?			N/A
66. Are steps taken to correct known (documented) data errors?	+		Data are verified before being reported
67. Are data quality problems clearly described in quarterly and final reports?			Data quality is clearly described in the quarterly reports. And the development of the tool to improve the quality is ongoing
68. Does the information collected measure what it is supposed to measure	+		Data collected and reported on PTCs/PTAs are in line with the definition in PIRS
69. Do results collected fall within a plausible range	+		Data reported on PTC supported reflects the targets agreed in workplans and PMP

DATA QUALITY REVIEW			
	yes +	no 0	BRIEF COMMENTS
70. Is there reasonable assurance that the data collection methods being used do not produce systematically biased data (e.g. consistently over- or under-counting)?	+		Data collected during the trainings are firstly reviewed by CWR Education officers and then Education manager to avoid any bias
<b>RELIABILITY:</b> Data should reflect stable and consistent data collection processes and analysis methods over time.			
71. Is a consistent data collection process used from quarter to quarter, location to location, data source to data source?	+		The same attendance form and procedures are used every time to collect data
72. Are data collection and analysis methods documented in writing and being used to ensure the same procedures are followed each time?	+		Data collection and analysis plan in place but methods are not well described.  <b>CRW response:</b> The M& E Plan is in place and followed during data collection. Data are collected in surveys, and regular monitoring and evaluation are done using checklists.
73. Are there procedures in place for <u>periodic review</u> of data collection, maintenance and processing?		0	CWR conducts periodic review, but the procedures are not documented.  <b>CRW response:</b> To document annual reviews with PTCs in 2015
74. Are data collection, cleaning, analysis, reporting and quality assessment procedures documented in writing?		0	Procedures not documented.  <b>CRW response:</b> The Digital Data Gathering system is available within Concern for data Collection, analysis and reporting. Education

DATA QUALITY REVIEW			
	yes +	no 0	BRIEF COMMENTS
			Programme is yet to use the DDG in the coming surveys and will documents findings
<b>TIMELINESS:</b> Data should be available at a useful frequency, should be current, and should be timely enough to influence management decision making.			
75. Is data collected regularly and timely according to the PMP and M&E plans?	+		Data collected and reported according to PMP and M&E timeliness
76. Is data properly stored and readily available within 90 days from collection?	+		Soft copies available and hard copies stored in the filing cabinets
77. Are data available frequently enough to inform program management decisions?	+		Training data are reported regularly, on quarterly basis.
<b>PRECISION:</b> Data have a sufficient level of detail to permit management decision making; e.g. the margin of error is less than the anticipated change.			
78. Is there a method for detecting duplicate data?		0	There is no system in place to detect duplicates and no proper procedures written down. <b>CRW response:</b> EDC can support in developing the tool for detecting duplicate data
79. Is there a method for detecting missing data?	+		Data available for all number of PTCs, members for all districts
80. Is the data collected for all the required disaggregated (i.e. gender, grade, region, etc.)?	+		Data collected are disaggregated by Gender, position, school, sector.
<b>INTEGRITY:</b> Data collected should have safeguards to minimize the risk of transcription error or data manipulation.			
81. Are there proper safeguards in place to prevent unauthorized changes to the data?		0	Anyone can access the data. Soft copies are not password protected. <b>CRW response:</b>

DATA QUALITY REVIEW			
	yes +	no 0	BRIEF COMMENTS
			When we will start using DDG system the access will be limited to the DDG administrator .
82. Are mechanisms in place to prevent corruption of the data for personal, political, or professional interests?		0	Mechanisms not in place CRW response: When we will start using DDG system the access will be limited to the DDG administrator
83. Are mechanisms in place to prevent unauthorized changes to the data?		0	Same as above. Data are not protected and changes to the data are possible. CRW response: When we will start using DDG system the access will be limited to the DDG administrator
84. Is there independence in key data collection, management, and assessment procedures?	+		Data are collected by CWR staff and different authorities levels are involved in data collection, and verification
COMPLETENESS			
85. Are there checks in place to make sure all intended participants or relevant units are represented in the data collected? (i.e. all training participants filled out post-training surveys)	+		Two forms are filled, Attendance and Payment lists which are compared for checking.
86. Are there plans in place for if the indicator’s actuals are not meeting the target for that timeframe?	+		
IF NO DATA WERE AVAILABLE		COMMENTS	
87. If no recent relevant data are available for this indicator, why not?	N/A		
88. What concrete actions are now being undertaken to collect and report these data as soon as possible?	N/A		
89. When will data be reported?	N/A		

DATA QUALITY REVIEW			
	yes +	no 0	BRIEF COMMENTS
Significance of limitations (if any):			<ul style="list-style-type: none"> <li>- There is not system in place that can help to detect instantly duplicates and missing data.</li> <li>- The current data storage system (soft data) is not safe and can lead to unauthorized changes to the data.</li> <li>- Data collection methods and procedures, although followed, are not documented for consistency over time.</li> </ul>
Actions needed to address limitations:			<p>A standard database should be designed to ease and improve the current data management framework.</p> <p>Data should be password protected and other data protection mechanisms should be developed and implemented.</p> <p>Data collection and analysis methods and procedures should be well described for improved consistency.</p>

I certify that the above information is correct to the best of my knowledge.

Placide SIMBIZI

21/4/2015

Team Leader Name

Date

Signature



## Annex 6: Print media articles on L3

# Amashuri abanza afashwa na Leta yahawe imfashanyigisho nshya

Yanditswe kuya 20-03-2015 saa 07:37' na Bukuru JC

*Ibitabo bishya birimo igitabo cy'umwarimu, ibitabo by'abanyeshuri byo gusoma, ibitabo bikubiyemo imyandiko isomerwa abanyeshuri n'amasomo anyuzwa ku ndangururamajwi bigenewe umwaka wa gatatu mu masomo y'ikinyarwanda, Imibare n'icyongereza, byagejejwe mu mashuri yose abanza afashwa na Leta uko ari 2,467 mu gihugu cyose.*

Izo mfashanyigisho, ziteguwe ku buryo hakoreshwa uburyo ziteza imbere ubushobozi mu gusoma, kwandika no kubara. Zateguwe n'Ikigo Gishinzwe Guteza Imbere Uburezi mu Rwanda (REB), kibitewemo inkunga n'Ikigo cy'Abanyamerika Gishinzwe Amajyambere Mpuzamahanga(USAID), binyujijwe mu Mushinga Ugamije Guteza Imbere Gusoma, Kwandika no Kubara(L3), ushyirwa mu bikorwa n'Ikigo Gishinwe Guteza Imbere Uburezi(EDC), gifite icyicaro muri Leta Zunze Ubumwe z'Amerika.

Mu mwaka wa 2014, mu Gihugu hose, amashuri abanza afashwa na Leta yatangiye gukoresha imfashanyigisho zateguwe muri iyo gahunda mu mwaka wa mbere n'uwa kabiri. Izagenewe umwaka wa gatatu, zije mu rwego rwo gukomeza iyo gahunda zikaba zirimo igitabo kigenwe umwarimu, ibitabo bikubiyemo imyandiko isomerwa abanyeshuri by'ikinyarwanda n'icyongereza n'igitabo cy'umunyeshuri.

Umwaka ushize ayo mashuri yahawe telefone n'indangururamajwi byo kunyuzaho amasomo ategwa amatwi, atuma abanyeshuri bagira uruhare mu myigire. Muri uku kwezi gushize amashuri yahawe ibyo bikoresho bigenewe umwaka wa gatatu.

Umuyobozi w'Ikigo cy'Igihugu Gishinzwe Uburezi mu Rwanda J. anvier GASANA, yavuze ko “umwaka wa 2014, wabaye umwaka ukomeye mu burezi: hatanzwe ibitabo birenga miliyoni esheshatu mu mashuri, hamwe n'imfashanyigisho zitegwa amatwi zo gufasha mu myigire n'umyigishirize, kandi REB n'abafatanyabikorwa bayo bashoje itegurwa ry'integanyanyisho nshya.





Imfashanyigisho nshya zagejejwe mu mashuri

Muri iki gihe umwaka wa gatatu warangije kubona ibikoreresho, abafatanyabikorwa mu burezi bo mu nzego zose bafatanyaga kugira ngo izi mfashanyigisho zitange umusaruro munini mu myigire y'abanyeshuri mu gihugu cyose. Muri bo twavugaga abarimu, abafasha mu burezi, ababyeyi, abayobozi b'Inzego z'Ibanze ku Murenge no ku Karere, n'abajyanama b'abaturage."

Izo mfashanyigisho zijyanye n'integanyanyigisho: Igitabo cy'umwarimu cyerekana mu buyo burambuye uburyo bwo kwigisha isomo hakoreshejwe imfashanyigisho nshya n'uburyo bwo kuzikoresha. Abafasha mu burezi (school-based mentors) barimo guhugura abarimu mu gukoresha izo mfashanyigisho.

Amashuri arashishikarizwa gufata neza izo mfashanyigisho no kubungabunga ibikoresho by'ikoranabuhanga, bakangurira abanyeshuri gufata neza ibitabo byabo batahana buri munsu.

Iyi gahunda isaba ko n'ababyeyi bagira uruhare mu burezi no mu mwigire y'abana babo, bareba ko abana batahana ibitabo mu rugo kandi bakabyitaho. Ababyeyi bose barasabwa kwicarana n'abana babo, bakumva uko basoma nibura mu gihe nk'icy'iminota cumi n'itanu, bakabafasha kandi bakajya babashimira uburyo bafite umwete n'uburyo bagenda batera imbere mu gusoma.

Nk'uko bigaragazwa n'Ikigo Gishinzwe Guteza Imbere Uburezi mu Rwanda, abana basomera ku ishuri no mu rugo bagira ubushobozi bwo gusoma bakanabikunda kurenza abasomera ku ishuri gusa.

Umuyobozi wa USAID mu Rwanda, Peter Malnak yagize ati”Twashimishijwe cyane n’uburyo imfashanyigisho z’umushinga L3 mu mwaka ushize zagize umusaruro mwiza mu mwaka wa mbere n’uwa kabiri y’amashuri abanza. Dushishikajwe no guhera ku byagezweho muri iyo myaka kugira ngo n’imfashanyigisho zigenewe umwaka wa gatatu zizagire umusaruro utubutse; mu gufasha abanyeshuri kwiga bashishikaye no kugeza ku barimu n’ababyeyi ibikoresho bibafasha kugeza ku banyeshuri uburezi bufite ireme.”

Mu mwaka wa 2016, gahunda yo guteza imbere Gusoma, kwandika no kubara izageza izo mfashanyigisho ku banyeshuri bo mu mwaka wa kane w’amashuri abanza.

# Ababyeyi ngo nibo bagomba kubera abana urugero ku muco wo gusoma

Yanditswe kuwa 16-02-2015 saa 15:43 na CHIEF EDITOR Inkuru nyamukuru, Izindi nkuru , ibitekerezo 2

*16 Gashyantare 2015, Amajyaruguru – Icyumweru cyo guteza imbere umuco wo gusoma(Book & Reading Festival) cyatangijwe kuri uyu wa mbere ku rwego rw'igihugu mu murenge Base mu karere ka Rulindo aho ababyeyi basabwe gufata iya mbere bagana amasomero mu gutanga urugero no gutoza abana umuco wo gukunda gusoma.*



**Bamwe mu batuye kuri Base kuri uyu wa mbere ubwo bari baje gutaha isomero rishya rihuzuye**

Akarere ka Rulindo niko kaza imbere y'utundi two mu majyaruguru mu kugira umubare w'abazi gusoma no kwandika kuko mu mwaka ushize bari bafite 85% b'abatuye Akarere bazi gusoma no kwandika.

Alphonsine Uwimana w'imyaka 44 wo mu murenge wa Base, umwe mu bize gusoma no kwandika akuze avuga ko iyo utaramenya gusoma no kwandika udashobora gutera imbere ati "Natangiye kwiga gusoma no kwandika mu 2010 n'ubu ndacyakomeje kwiga ubu ikinyarwanda ntacyo wambeshya ndetse ntangiye no kumenya indimi z'amahanga ku buryo nanagizwe intwari yarushije abandi nkaba mfite n'ibyo nyobora kuko namaze kujijuka."

Uwimana avuga ko kuva yamenya gusoma ubu abikunda kandi abikora kenshi bigatuma n'abana be babikunda.

Emelienne Niwemwiza, Umuyobozi w’akarere wungirije ushinzwe imibereho myiza ati  
“*Ubu dusigaranye abaturage 1 016 batazi gusoma no kwandika, twiyemeje ko uyu mwaka tuzagera kuri 95% maze umwaka utaha tugahiga 100%.*”

Muri aka karere Nimwemwiza avuga ko bafite amasomero 179 ari mu bigo by’amashuri n’ahandi hatandukanye mu karere.

Eugene Rutayisire wari uhagarariye umuryango ugamije guteza imbere uburezi EDC yasabye abanyarwanda bakuru gukunda gusoma no kubishishikariza abato.

Rutayisire ati “*Dutangije icyumweru cy’ibitabo no gusoma ariko tubiziranyeho nk’Abanyarwanda ko umuco wo gusoma ukiri hasi, niyo mpamvu dukwiye gufasha abana bacu guzagira uwo mucu*”

Avuga kandi ko EDC izakomeza kubibafashamo binyuze mu byitwa CML (Community Mobile Libraly) uburyo bwo guhererekanya ibitabo byo gusoma mu baturage.

EDC ngo imaze gutanga ibitabo miliyoni 7 zirenga bikoreshewa mu mashuri abanza kugeza mu mwaka wa gatatu bitegura abana bagiye gutangira kwiga indimi z’amahanga.

Olivier Karambizi wari uhagarariye Minisiteri y’Umuco na Siporo itegura iki cyumweru, yavuze ko Minisiteri izakomeza gufatanya n’abafanyabikorwa barimo na EDC mu gukomeza kwagura amasomero, gukwirakwiza ibitabo hagamijwe kuzamura umuco wo gukunda gusoma mu banyarwanda.

Gutangiza icyumweru cyo guteza imbere umuco wo gusoma (Book & Reading Festival) byahuriranye n’umunsi wo gutaha isomero rusange riherereye mu murenge wa Base muri aka karere ka Rurindo , ni isomero ry’ikitegererezo muri Rulindo rifite ibyiciro bi biri, icy’abana bakiri bato mu mashuri y’incuke ndetse n’abakuze kugeza ku biga muri za kaminuza.

Icyi gikorwa cyo gutangiza icyumweru cyo guteza imbere umuco wo gusoma (Book & Reading Festival) cyatangijwe kuri uyu wa 16 Gashyantare kizakomeza ku bera mu gihugu hose kugeza kuwa gatanu tariki 20 Gashyantare ku nsanganya matsiko ya “*Dusome duharanira kwihesha agaciro*”



Umwe mu bashyitsi yitegereza ibitabo byo mu isomero ryuzuye kuri Base



Abashyitsi basura isomero riri kuri Base





Itorero ryairiye abashyitsi



Rulindo niyo mu majyaruguru ifite abaturage bajijutse kurusha utundi turere



Bishimiye kwegerezwa isomero



Ababyeyi basabwe gutanga urugero ku bana kugira ngo bagire umuco wo gusoma

*Photos/J Uwase/UMUSEKE*



## Annex 7: One-pagers produced in Q2

### Literacy, Language, and Learning Initiative 2014 National Baseline Assessment

#### ABOUT L3:

The Literacy, Language, and Learning (L3) Initiative works to strengthen teaching and learning in Rwanda so that children leave primary school with solid literacy and numeracy skills.

#### THE ASSESSMENT:

In September 2014, L3 conducted a national assessment of P1, P2, and P3 using reading fluency and numeracy tests to establish a baseline of students' reading and mathematics competencies.

#### THE SAMPLE:

Sixty schools—two per district—were selected for a nationally representative sample. (See the map below.) Five boys and five girls in P1, P2, and P3 were randomly selected from each school for a total of 1,799. Sixty head teachers and 596 P1, P2, and P3 teachers were also surveyed.



#### SCHOOL CHARACTERISTICS:

The average number of enrolled students decreases as students transition into higher grades. Average P1 enrollment is 267 students, 192 for P2, and 152 for P3. The teacher/student ratio also decreases by grade: 1:77 for P1, 1:61 for P2, and 1:54 for P3.

Teachers reported that they received L3 instructional materials and that they use L3 technology 2-4 times a week.

28.3% of schools' PTCs were trained by Concern. About four out of ten of these trained PTCs have undertaken initiatives to support literacy and equity in education.



#### OVERALL FINDINGS:

- **School-based Mentor effect:**

Students whose teachers were trained by School-based Mentors had higher average performance.

- **Diversity of results across schools:**

Analysis shows a wide range of results across schools, in each grade on both tests.

- **Diversity of results within schools:**

There was also a great diversity of scores within schools; most schools had students with zero scores on some tasks as well as students who can read at grade level.

- **Gender trends:**

Generally, girls on average performed better than boys in reading, while boys performed better than girls in mathematics.

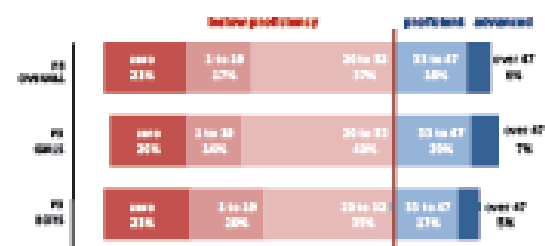
- **Urban vs. Rural:**

Students in urban districts and closer to Kigali performed better than students in rural districts farther from Kigali.

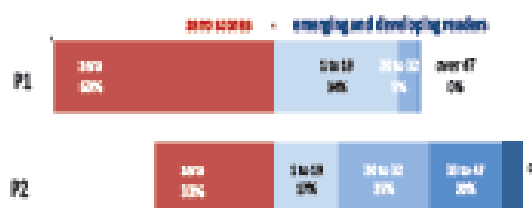


## FLUENCY FINDINGS

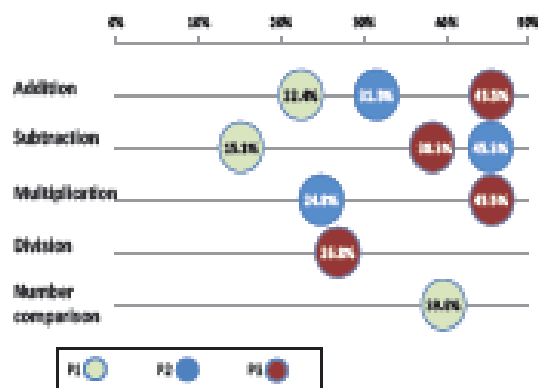
P3, Compared to proposed national reading standards



P1 and P2 scores



## MATHEMATICS FINDINGS



## THE TEST:

Grade level texts of appropriate length and complexity were used. Students were tested for words correct per minute (wcpm). Those who read 80% or more of the text were also asked comprehension questions.

## RESULTS

P3: P3 results were compared to the proposed P3 national reading standards, according to which, 33-47 wcpm is proficient. About 25% of P3 students surveyed met or exceeded this standard; 37% read 20-33 wcpm, 17% read 1-20 wcpm, and 21% could not read a single word.

P1 and P2: About 60% of P1 students and 33% of P2 students were unable to read one word. In P2, a high proportion of students was either reading the entire text or receiving zero scores.

Comprehension: Of students who read 80% or more of the text, 58.5% of P2 and 17% of P3 students were able to answer 4 or 5 of the 5 literal comprehension questions.

## THE TEST:

The test was based on the Rwandan mathematics curriculum and international standards. The P1 test included adding and subtracting numbers within 10 and comparing numbers. In P2, adding numbers within 100, subtracting within 20, and multiplying within 10 were included. In P3, students were asked to multiply and divide numbers within 10 and add and subtract numbers within 100.

## RESULTS:

P1 students were stronger in number comparison than with addition and subtraction.

P3 students performed better at addition than subtraction, but P2 students performed better at subtraction than addition. The majority of P2 and P3 students were able to correctly add and subtract, but ran out of time, showing a lack of procedural fluency.

*This information is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of the L3 Initiative and do not necessarily reflect the views of USAID or the United States Government.*

# Umushinga ugamiye guteza imbere Gusoma, Kwandika no Kubara (L3)

Umushinga ugamiye guteza imbere gusoma kwandika no kubara (L3), ukorana n'ikigo cy'igihugu Gishinzwe Guteza Imbere Uburezi (REB), na Kaminuza y'u Rwanda Koreji y'Uburezi, kugira ngo hatezwe imbere imyigire n'imyigishirize mu Rwanda, maze abanyeshuri bajye barangiza amashuri abanza bafite ubushobozi buhagije mu gusoma, kwandika no mu kubara.

## Imfashanyigisho mu myigire n'imyigishirize

Umushinga L3 utagura imfashanyigisho ziganawe umwaka wa mbere kugaza mu mwaka wa kane mu mashuri abanza, mu masomo y'indanyarwanda, imibare n'icyongereza hagamijwe gushyira mu bikorwa ibitanganyijwe mu ntanganyigisho ndetse no gushyigikira imyigishirize iha uhare runini umunyeshuri. Izo mfashanyigisho zirimo kandi ubutumwa bujyanye no kwita ku buringanire ndetse no ku guteza imbere imibanire myiza kugira ngo buri mwana yitabwaho uko bikwiye.

Mu mwaka wa mbere, uwa kabiri n'uwa gatatu hatanzwe imfashanyigisho zikurikira:

**Bitabo 22 060** bikubiyemo inkuru zisomera abanyeshuri, bifasha umunyeshuri kunguka amagambo mashya mu rutimi ayakuye mu mwandiko ufite icyo umwigisha mu buzima cyumvikana naza bityo bikamushishikariza gusoma.

**Tarfone n'indangururamajwi 14 833**, zihoh amasomo afasha abanyeshuri, zikayobora abanyeshuri n'ababimu mu masomo abafasha kwiga buri wese ahabwa umwanya wo kuvuga, babinyujije mu ndirimbo, mu mikino, no mu mivugo.

**Bitabako 1 500** bitanga amashyamba aturutse ku mizira yizuba byo gufasha amashuri gukomeza tarfone n'indangururamajwi.

**Bitabo bigenewe abarimu 46 385** bikubiyemo uburyo bubonye bwo gufasha abanyeshuri kugera ku bushobozi bwo gusoma, kwandika no kubara uko bikwiye.

**Bitabo 7 133 670** bigenewe abanyeshuri, buri umunyeshuri agahabwa icyo kugira ngo aye ashobora gusomera ku ishuri kandi anatahane igitabo mu rugo asome hamwe n'abo mu muryango we.



## Imyigishirize ibonye

Umushinga L3 wagize uhare rukomeye mu guteza imbere imyigire yo gusoma, kwandika no kubara mu mashuri abanza.

Kugira ngo dushobore kwizera ko abarimu bazafasha abanyeshuri koko kugera kuri izo ntogo, umushinga L3 wafashije Kaminuza y'u Rwanda Koreji y'Uburezi mu kuvugurura no gutagura intanganyigisho igenewe abanyeshuri biga amashuri nderabarezi, hagambiriwe kwinjizamo uburyo bubonye bwo kwigisha gusoma, kwandika no kubara kandi unatara inkunga mu kuyishyira mu bikorwa. Mu rwego rwo gufasha gahunda ishinze abafasha b'uburezi, umushinga L3 wageneye abo bafasha b'uburezi za mudasobwa, ibyuma byo kwerekaniraho ibyanditse n'amashuri ndetse n'imfashanyigisho za videwo, kugira ngo bibafashe gukomeza guteza imbere imikorere myiza y'abarimu.

## Ubufasha mu bijyanye n'icyongereza

Guhindura ururimi bigamo bagatangira kwiga mu cyongereza mu mwaka wa kane, bisaba ko icyongereza cyigwa ku buryo buhagije kuva mu mwaka wa mbere kugaza mu wa gatatu.

Imfashanyigisho z'icyongereza zatagurwe n'Umushinga L3 zifasha abanyeshuri kubona ingero z'uburyo bavuye icyongereza badategwa mu buryo bubonye, kandi zigafasha abanyeshuri kwitwaza gusoma no kwandika buri muni mu bitabo byabo. Ku barimu, umushinga L3 wabateguriye amasuzuma, unabaganera inyoborabarezi zo mu rwego rwagenye muri gahunda y'igihugu ishinze amashuri y'imivugirwe ibonye y'icyongereza ku barimu (Rwanda English Proficiency Standards-REPS). Ayo masuzuma atuma abafasha b'uburezi bashobora gufasha abarimu kugera ku ntogo mu bijyanye n'ururimi rw'icyongereza.



# Umushinga ugamije guteza imbere Gusoma, Kwandika no Kubara (L3)

Guhanga imfashanyigisho mu bikoresho biboneka hafi y'aho baherereye

Umushinga L3 wafashije kandi gahunda z'ubuharuzi bw'imyandiko, imivugo, n'amashuri y'imibare.

Abarimu, abanyeshuri, n'abaturage muri rusange bashishikariye kwandika imyandiko n'imivugo, binyujijwe mu cyitwa "Ihuri ry'abanditsi" (Writers Workshop) no mu marushanwa ngarukamwaka yo kwandika yiswe "Andika Rwanda". Ihuri ry'abanditsi kwigisha imibare (Math Camp), rifasha abarimu n'abanyeshuri mu iyigamibare kandi rikabafasha kwitegurira bo ubwabo amashuri bashobora gukoresha mu ishuri.

## Ubufatanye mu burezi

Umushinga L3 uhamya ko imyigire itarangiye ku rwego rw'ishuri. Bityo hakenewe ubufatanye bw'abarimu, ababyeyi, n'abaturage muri rusange.

Komite z'Ababyeyi n'Abarimu zagiye zihugurwa mu rwego rwo gufasha mu burungirire mu burezi, mu gufasha mwanima gushishikarira umurimo, no mu gukangurira abaturage gufasha mu guteza imbere gusoma no kwandika.

Ibitabo birenga 90 000 byanditse mu cyongereza no mu Kinyarwanda ku nsanganyamatsiko zitandukanye kandi bigenewe ingeri zitandukanye z'abantu, byagejewe ku baturage muri gahunda y'amasomero yimuka.

Abakorebushake mu gusoma no kwandika bihitwemo n'abaturage hagati yabo bafasha abana gusoma mu gihe batari ku ishuri, kandi bagafasha ababyeyi babigisha uburyo bafasha abana babo gutera imbere mu bumumenyi bwo gusoma no kwandika.



## Abafatanyabikorwa

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www.L3.edc.org, L3@edc.org  
facebook.com/EDC.Rwanda  
twitter.com/L3\_Initiative

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## Distribution and Use of REB/L3 books and technologies

### Student Readers:

**Intended use:** Each student should have his/her own reader to use in class and to take home daily. L3 provided approximately 7 million readers for P1, P2, and P3 students nationwide.

**Care:** It is currently not possible to replace L3 print materials, so it is important to take care of them. Students should cover the books with hard paper and be instructed to read with clean hands. Head teachers should keep inventory of the books, ensuring that they are distributed to students at the beginning of term and returned at the end of term. Students must be allowed to take them home daily.

**Strategies for insufficient materials:** If books have been lost or damaged or are for any other reason insufficient, head teachers should devise ways for students to share the available materials so that each student can benefit. For example, teachers can create pairs of students who will work together with one book or make photocopies.

### Teachers Guides and Read Aloud Stories:

**Intended use:** Each teacher should have access to a teacher guide and read aloud story collection to use in class and for lesson preparation. L3 provided 21,000 read aloud story collections and 40,000 teacher guides for P1, P2, and P3 for schools nationwide.

**Care:** Teachers should cover the books with hard paper, keep books clean, and keep them at the school during holidays or other absences.

**Strategies for insufficient materials:** Schools can photocopy the teacher guides or schedule lessons so that two or more teachers can share one teachers guide or story collection.

### Phones and Speakers:

**Intended use:** Each phone and speaker should be shared between at least two teachers. L3 provided 12,688 speakers and phones.

**Care:** Phones and speakers should be regularly charged and stored in secure locations after lessons. Damaged, lost, or stolen technology is the responsibility of the school. Schools must use their own budgets (funds raised by PTCs, capitation grants, or other income sources) to repair or replace these items.

**Strategies for overcoming challenges:** Schools can purchase adapters with USB ports to facilitate charging. Schools can also purchase additional batteries to have as extras or to replace ones that are not working. Schools could also purchase additional SD cards and phones, or teachers could use the SD cards in their personal phones if possible.



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### **Netbooks and Pico Projectors:**

**Intended use:** Each mentor has received a netbook and projector to use. It is the property and responsibility of the mentor's main school.

**Care:** When mentors leave their post, either finishing their placements or going on leave, they should leave the netbooks and projectors in the care of the school.

### **Solar panels:**

**Intended use:** One solar panel was given to each school that was identified as not having electricity.

**Strategies for overcoming challenges:** Schools can purchase extension cables to charge additional items at one time. They may also purchase additional batteries so that some batteries can be charging while others are in use.

### **Replacing Technology**

#### **PHONES:**

Where to buy: Techno Shop next to City Plaza

Cost: 26,000 Rwf, with 13 month warranty

#### **SD CARDS:**

Where to buy: Many shops in town, especially near Rubangura

Cost: 10,000 Rwf for 16 GB

#### **CONNECTOR CABLES:**

Where to buy: Many shops in town, especially near Rubangura

Cost: Between 2,000 -3,000 Rwf

#### **SPEAKERS**

Where to buy: T 2000 building, opposite Kigali City Tower, Operate IT Services

Contact: Elie, 0788497757

Cost: 50,000 Rwf

For further guidance on where to purchase technology, or on strategies for overcoming challenges with the materials, schools should contact the L3 provincial coordinator for their province.

Kigali City: Chantal Uwiringiye : 0788842320

Northern province: Albert Iyakare: 0788743063

Eastern province: Francoise Ndumukiza: 0788633577

Southern province: Robert Ndayishimiye: 0788628773

Western province: Jean Claude Nshimiyimana: 0788369817

## Annex 8: School-based Mentoring Program communications strategy

### School-based Mentoring Program Communications Strategy, 2015

Audience	Challenges faced	Key messages	Mediums	Timing and frequency	Partner support/Task Force Action
<b>External:</b>  Ministry of Education  REB departments (inspectors, etc)  Other government agencies  Education community  General public	Uncertainty about the effectiveness of the SBMP	Most mentors do their jobs and do them well; ineffective mentors are being reported/removed	Press releases announcing results/impact of SBMP (i.e. L3 baseline, REPS progress tests)	As results are available  (February: L3 baseline results announced)	Relevant partner: draft press release  Task Force, REB: approve for distribution  REB: distribute
	Bad press about ineffective mentors, mentors who don't work or visit schools	Many mentors go above and beyond their job descriptions	Articles/opinion pieces in New Times	Quarterly (First one in March)	All: select mentors, teachers to write pieces  Task Force, REB: approve for publication
	Few stories/publicity showcasing effective mentors, showing evidence of program's effectiveness	The work mentors do makes an impact on teachers and on student learning (as evidenced by 2014 L3 baseline, REPS progress test results, etc)	Kubaza Bitera Kumenya Sunday TV/radio program, featuring REB, senior mentor, SBM, teacher, SEO, etc	Twice per school year (March, June)	REB: arrange program  Partners: support identification of relevant participants

<b>Audience</b>	<b>Challenges faced</b>	<b>Key messages</b>	<b>Mediums</b>	<b>Timing and frequency</b>	<b>Partner support/Task Force Action</b>
			Media tours to mentor sites	Twice per school year (March, June)	Partners/REB: arrange/provide transport for journalists
			Documentaries of mentors in action on RTV/Radio Rwanda	Once a month: March, April, May, June, July	MINEDUC: provide airtime, production team
			REB newsletter: regular profile of successful mentor	Quarterly	Partners: identify mentors, collect photos, quotations; REB: publish in the newsletter
			Twitter/facebook posts: photos of mentors in action with descriptions, under common hashtag (#thisisanSBM, #yearofthementor, #SBMsachieve, #SBMeffect ?) and tagging @MINEDUC1	Weekly	Partners: post on their own social media pages MCOP: facilitate collection of photos/stories
			Ask the Minister twitter sessions	Twice per school year	Partners: provide talking points

<b>Audience</b>	<b>Challenges faced</b>	<b>Key messages</b>	<b>Mediums</b>	<b>Timing and frequency</b>	<b>Partner support/Task Force Action</b>
					MINEDUC communications: organize the session
<b>External:</b> Schools	Mentors do not have sufficient time with teachers for training	The work mentors do makes an impact on teachers and on student learning (as evidenced by 2014 L3 baseline, REPS progress test results, etc)	(See above: Press releases Kubaza Bitera Kumenya Documentaries Media tours)	Same as above	Same as above
<b>Internal</b>  Senior mentors  SBMs	Previously, mentors may not have known the date for the start of the school year, or when salaries will be delayed, as no system for communicating was in place	Salary payments: inform mentors the latest date, or the range of dates, for receiving monthly salary. If it is expected to go beyond this date, inform them of the delay.  Additional key information, such as schedules	MCOP/SMS (to share key information, but also to highlight high-achieving mentors)	Key information, as needed  Mentor highlights, monthly	TDM: to have regular MCOP presence, especially to post about salary payments  All: to share best practices, respond to inquiries  Task Force: select a mentor to highlight for the month; TDM to write a post highlighting the



<b>Audience</b>	<b>Challenges faced</b>	<b>Key messages</b>	<b>Mediums</b>	<b>Timing and frequency</b>	<b>Partner support/Task Force Action</b>
		Best practices of mentors			mentor's best practices, thanking the mentor
		Mentors' work is noticed, appreciated, and celebrated	Email to senior mentors with instruction to inform SBMs	As needed	TDM: to send emails
			Social media: posts highlighting and celebrating mentors work, under common hashtag (#thisisanSBM, #yearofthementor, #SBMsachieve, #SBMeffect ?) and tagging @MINEDUC1	Weekly	Partners: post on their own social media pages  MCOP: collection of photos/stories

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